Student Transfer Issues Revealed in British Columbia's Post-Secondary Education Student Outcomes Surveys: An Analysis Intended to Enhance the Survey's Future Utility

A Report Prepared for the
British Columbia Council
on Admissions and Transfer

GDA

c/o British Columbia
Institute of Technology
3700 Willingdon Avenue
Burnaby, B. C.
V5G 3H2

Doc 96-32
November 30, 1996

105-04511/

Executive Summary

PURPOSE

The purpose of this study was to propose improvements to the sole question posed former students in the B.C. colleges and institutes Student Outcomes Survey concerning the incidence of students requesting "transfer of credits" and the problems associated with it. The current survey question, listed below, simply asked students whether or not they attempted to transfer credits, whether any problems were encountered, and what these problems were in broad terms.

Current Question on Transfer of Credits in the BC Colleges and Institutes Student Outcomes Survey

Q15 Did you try to transfer credits from [NAME OF OLD INSTITUTION] to [NAME OF NEW INSTITUTION]?
1. Yes – GO TO Q15A
2. No – SKIP THE REST OF QUESTION 15

Q15A Did you have any problems in completing this transfer?
1. Yes – GO TO Q15B
2. No – SKIP THE REST OF QUESTION 15

Q15B What were the problems? (Mark all that apply)
1. Difficulty obtaining transcripts
2. Not able to transfer credits
3. Other (Specify)

This research was funded by the British Columbia Council on Admissions and Transfer; an independent 18 member body charged with providing leadership and direction in expanding educational opportunities for students through inter-institution transfer and the review of admission requirements.

APPROACH

The first step involved delimiting the scope of the study to an analysis restricted to data derived from just those former students who exited from programs designed primarily to be university transfer programs.

The second step in achieving the study purpose was dependent on assessing what transfer problems were cited in open-ended responses gleaned from the colleges and institutes Student Outcomes Survey over a two-year period. Data were then aggregated into nine "transfer problem categories".

The last step required determining how the transfer problem categories varied by a set of twenty independent student characteristics, or "factors". Factors were comprised of student demographics such as age, and gender; as well as attributes such as the institutions former students originally studied at, where they transferred to, and the degree their original program prepared them for further studies.

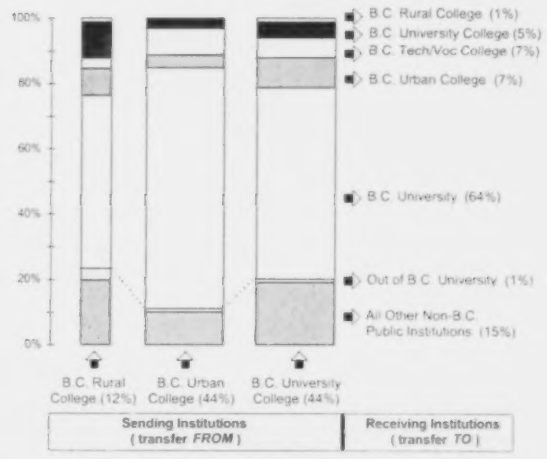
Through the examination of data collected through previous Student Outcomes Surveys, it was possible to determine the proportion of academic students who encountered transfer of credit problems and to categorize specifically what the problems were. It was also possible to infer whether transfer problems originated at either the "Sending" or "Receiving" institution. Specifically, Student Outcomes Survey data were used to determine:

1. the institutional flow patterns of student transfer;
2. the extent academic students, who completed or significantly completed their original program requirements, issued a request to transfer their completed courses and associated earned credit hours to further their post-secondary studies; and
3. the barriers students encountered in attempting to transfer credits along with the level of satisfaction students felt about the process and/or results.

RESULTS

- Although student flows were found to be much more varied than the traditional "college to university" model assumes, the vast majority of academic students transferred to a B.C. university.

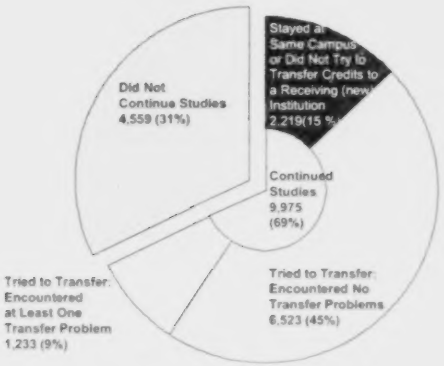
Academic Student Transfer Flows
by Type of Sending and Receiving Institution



- 28% of academic students surveyed had previously taken post-secondary education; slightly more than one third of these said they had obtained a previous degree, certificate or diploma.

- Of the 14,534 academic students surveyed, 9,975 (69%) continued their studies. Of these, less than 4% continued at the same college, 62% went to a B.C. university, 20% to a different B.C. college, 3% to a university outside B.C., and 11% to some other institution outside of B.C.

Further Studies Decision, Credit Transfer Attempts, and Credit Transfer Problems of Academic Students: 1995-96 Two-Year Survey Cohort


Did Not Continue Studies 4,559 (31%)
Stayed at Same Campus or Did Not Try to Transfer Credits to a Receiving (new) Institution 2,219(15 %
Continued Studies 9,975 (69%)
Tried to Transfer: Encountered at Least One Transfer Problem 1,233 (9%)
Tried to Transfer: Encountered No Transfer Problems 6,523 (45%)

- Of the 9,975 academic students who continued their studies, 7,756 (78%) tried to transfer credits. Of these, the majority (6,523, or 84%) encountered no transfer problems.

- The typical academic student who continued post-secondary studies after leaving the Sending Institution and did not try to transfer credits to the Receiving Institution, tended to be: older; from a university college; moving to a school other than a B.C. university; and tended to enrol in a program unrelated to previous studies. This student tended to have a lower GPA and either a low or very high number of credits to transfer.

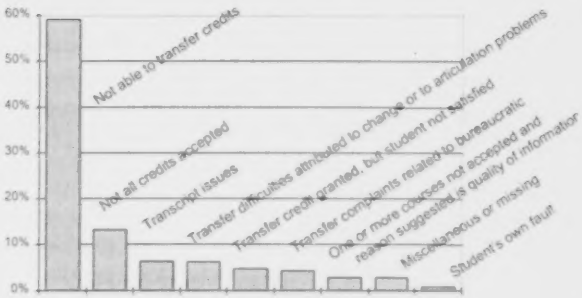
- The typical academic student who continued post-secondary studies after leaving the Sending Institution and did try to transfer credits is a younger community college student heading for a closely related program at a B.C. university (following the original plan for enrolling at the Sending Institution). This student had a fairly high GPA, a moderate number of credits to transfer, and was satisfied with his or her studies at the Sending Institution.

- The characteristics of academic students who sought to transfer credits confirms expectations, e.g. those who continued studying in related fields and urban students continuing at a nearby university were most likely to seek transfer credit.

- The typical academic student who tried to transfer credits to a new school and experienced problems in doing so, tended to be: a) a little younger than average, b) from a rural college, and c) tried to transfer to a university outside the Lower Mainland. This student did not feel well-prepared for this move (after completing his/her studies at the Sending Institution) and was disappointed and dissatisfied with the program at the Sending Institution. The student also tended to have a lower GPA and either very few or more than 36 credits to transfer.

- The profile of the typical academic transfer student who did not experience transfer-related problems was a somewhat older urban college student heading for a closely related program at one of the Lower Mainland universities (following the original plan for enrolling at the Sending Institution). This student had a high GPA, a moderate number (4 to 36) of credits to transfer, felt well prepared for this move, and was satisfied with his or her studies at the Sending Institution.

- Of academic students who responded to the open-ended "other" question (see Q15B[3] on page *i*), most indicated that they were dissatisfied with the fact that they could not transfer a portion of their credits.



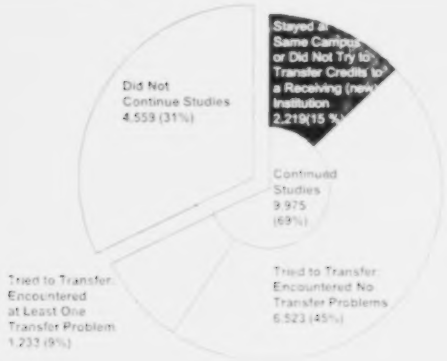
SUMMARY & RECOMMENDATIONS

The B.C. colleges and institutes Student Outcomes Survey is the only provincial-wide, cyclical survey asking students about their transfer experiences. By analyzing both the quantitative and qualitative data collected over the last two years from this survey, two primary observations can be made:

- 28% of academic students surveyed had previously taken post-secondary education; slightly more than one third of these said they had obtained a previous degree, certificate or diploma.

- Of the 14,534 academic students surveyed, 9,975 (69%) continued their studies. Of these, less than 4% continued at the same college, 62% went to a B.C. university, 20% to a different B.C. college, 3% to a university outside B.C., and 11% to some other institution outside of B.C.

Further Studies Decision, Credit Transfer Attempts, and Credit Transfer Problems of Academic Students: 1995-96 Two-Year Survey Cohort


Did Not Continue Studies 4,559 (31%)
Stayed at Same Campus or Did Not Try to Transfer Credits to a Receiving (new) Institution 2,219(15 %)
Continued Studies 9,975 (69%)
Tried to Transfer: Encountered at Least One Transfer Problem 1,233 (9%)
Tried to Transfer: Encountered No Transfer Problems 6,523 (45%)

- Of the 9,975 academic students who continued their studies, 7,756 (78%) tried to transfer credits. Of these, the majority (6,523, or 84%) encountered no transfer problems.

- The typical academic student who continued post-secondary studies after leaving the Sending Institution and did not try to transfer credits to the Receiving Institution, tended to be: older; from a university college; moving to a school other than a B.C. university; and tended to enrol in a program unrelated to previous studies. This student tended to have a lower GPA and either a low or very high number of credits to transfer.

- The typical academic student who continued post-secondary studies after leaving the Sending Institution and did try to transfer credits is a younger community college student heading for a closely related program at a B.C. university (following the original plan for enrolling at the Sending Institution). This student had a fairly high GPA, a moderate number of credits to transfer, and was satisfied with his or her studies at the Sending Institution.

- The characteristics of academic students who sought to transfer credits confirms expectations, e.g. those who continued studying in related fields and urban students continuing at a nearby university were most likely to seek transfer credit.

- The typical academic student who tried to transfer credits to a new school and experienced problems in doing so, tended to be: a) a little younger than average, b) from a rural college, and c) tried to transfer to a university outside the Lower Mainland. This student did not feel well-prepared for this move (after completing his/her studies at the Sending Institution) and was disappointed and dissatisfied with the program at the Sending Institution. The student also tended to have a lower GPA and either very few or more than 36 credits to transfer.

- The profile of the typical academic transfer student who did not experience transfer-related problems was a somewhat older urban college student heading for a closely related program at one of the Lower Mainland universities (following the original plan for enrolling at the Sending Institution). This student had a high GPA, a moderate number (4 to 36) of credits to transfer, felt well prepared for this move, and was satisfied with his or her studies at the Sending Institution.

- Of academic students who responded to the open-ended "other" question (see Q15B[3] on page *A*), most indicated that they were dissatisfied with the fact that they could not transfer a portion of their credits.

Not able to transfer credits
Not all credits accepted
Transcript issues
Transfer courses attributed to change in articulation practices
Transfer credit granted, but student not satisfied
Transfer complaints related to bureaucratic routine, suggesting a quality of information issue
Credit more courses not accepted and
Miscommunication or misunderstanding
Student's own fault

SUMMARY & RECOMMENDATIONS

The B.C. colleges and institutes Student Outcomes Survey is the only provincial-wide, cyclical survey asking students about their transfer experiences. By analyzing both the quantitative and qualitative data collected over the last two years from this survey, two primary observations can be made:

1. The information derived from the present survey, while not highly specific, has nevertheless provided a number of insights into the sorts of issues that complicate movement within the system; and

2. With little modification, the research utility of this instrument to capture the type of transfer problems students encounter, the relative frequency of these problems, the weight students place on the seriousness of these problems, and what students feel the causes for the problem were, can be markedly enhanced.

The survey instrument included only two specific responses to the question: Q15B "What were the problems (in completing this transfer)?". The analysis of the open-ended responses to this question has suggested other specific response categories that would greatly improve the interpretability of the results. Their inclusion would likely reduce the number of open-ended responses that would be given as well.

In many cases the recorded open-ended responses had, as an underlying theme, the serious information void that students faced when attempting to move from one part of the post-secondary system to another. After only two or three years in the system, students generally appeared to have only a limited grasp of "the big picture" and their comments often betrayed their confusion. A notable example involved comments from students who expressed dismay at finding out that a significant portion of the credits they had earned, while transferable to one of the main universities, would not be accepted by a second (nearby) university.

The reason for this unfortunate situation can often be found in the use of different subject-specific organizational models by different universities; when faced with the dilemma of finding common ground between two quite disparate models, colleges often decide to adopt one or the other of the competing models. The student who is unaware of this situation, or who makes a last-minute decision to transfer to another university, is often faced with repeating a year of studies. Having only a partial grasp of the underlying reasons for the incomplete transfer, such a student may attempt to explain his or her problems in any of a variety of ways; most of these comments may be valid in only a superficial sense.

Recommendation 1: With data from future surveys that include more specific transfer-related questions, it will be possible to provide a more detailed analysis of students' problems in transferring within the B. C. post-secondary system. To that end, the following proposed changes to the survey are recommended:

Proposed Revision to the Question on Transfer of Credits in the BC Colleges and Institutes Student Outcomes Survey

CHANGED - SLIGHTLY MODIFIED WORDING

Q15 Did you transfer or expect to transfer credits from [NAME OF OLD INSTITUTION] to [NAME OF NEW INSTITUTION] ?

1. Yes – GO TO Q15A
2. No – SKIP THE REST OF QUESTION 15

Q15A Did you have any problems transferring credits ?

1. Yes – GO TO Q15B
2. No – SKIP THE REST OF QUESTION 15

CHANGED - ADDED MORE MULTIPLE CHOICE OPTIONS

Q15B What were the transfer problems ? (Mark all that apply)

1. None of my courses were given transfer credits at the new institution
2. 7 or more (but less than all) courses were not accepted
3. 4 to 6 courses were not accepted
4. 1 to 3 courses were not accepted
5. Delay or other difficulty in submitting documents (e.g. transcripts) to my new school
6. Getting an assessment of transfer took (or is taking) a long time to complete
7. I received unassigned credit when I expected to receive specific credit for one or more courses
8. I received fewer credits for a series or block of courses, certificate, or diploma than I had expected
9. I had to repeat one or more courses that I had already successfully completed
10. Other (SPECIFY)

ADDED

Q15C How serious would you now say these transfer-related problems were ?
(Asked for each problem the respondent listed in Q15B)

1. Not serious at all
2. Not very serious
3. Somewhat serious
4. Very serious

Q15D What would you say were the main reasons for this problem? (Asked for each problem the respondent listed in Q15B, mark as many as 3)

1. Don't really know, not sure
2. Counsellors or advisors at my old institution gave me poor or insufficient advice
3. Poor communication or understanding between the two institutions involved in this transfer
4. Poor information or slow service at my old school
5. Poor information or slow service at my new school
6. I did not know or understand the requirements for transfer to the program I wanted
7. I had more credits than I was allowed to transfer
8. The courses or the programs at the old and new institutions were very different
9. Other (SPECIFY)

Recommendation 2: Significant inroads into assessing transfer problems are possible through an integrated research approach to the issues. It is recommended that a comprehensive analysis be undertaken involving the transfer process, student perceptions, how transfer requests are actually assessed at institutions, and what information is available and how accessible it is.

Acknowledgements

The British Columbia Council on Admissions and Transfer along with Gaylord, Ducharme and Associates, would like to acknowledge the contributions of the following peer reviewers to both the content and presentation of an earlier version of this study on transfer issues:

Patty Beatty-Guenter
Registrar & Inst. Research Director
North Island College

Rod Church
Dean, Multidisciplinary Studies
Malaspina University-College

Bob Cowin
Manager, Institutional Research & Development
Douglas College

Joan Ross
Institutional Research Officer
University College of the Fraser Valley

Walter Sudmant
Manager, Planning
University of British Columbia

Alastair Watt
Associate Director of Institutional Research & Planning
University College of the Cariboo

Walter Wattamaniuk
Director of Analytical Studies
Simon Fraser University

Table of Contents

Executive Summary i

Acknowledgements iv

Introduction 1
Scope 1
Objectives Realised 1
Outline of Study 1

Methodology 2

Source Data 3

Persistence in the Post-Secondary Education System 5

Incidence of Transfer Requests and Associated Problems for Academic Students 7
Transfer Requests 7
Transfer Problems 11
Transfer Flows 14

Analysis of Qualitative Data 15
Analysis of Transfer Problem Themes 15
Associations with Transfer Problem Themes 17
Discussion 19

Summary and Conclusions 20
Recommendations 20

Bibliography 22

Appendix 1: Glossary 23

Appendix 2: Theme Coding Schemes for Open-ended Responses on Transfer Problems 25
Theme 1: One or more course not accepted 25
Theme 2: Specified course not accepted 25
Theme 3: Too many credits to transfer 25
Theme 4: Quality of transfer information 25
Theme 5: Problems due to change in rules 25
Theme 6: Articulation problems 26
Theme 7: Bureaucratic problems 26
Theme 8: Delay in getting credit 26
Theme 9: Unsatisfactory articulation rules 26
Theme 10: Student's own fault 26
Theme 11: General transcript problems 27
Theme 12: Miscellaneous/unclear 27

Appendix 3: Questionnaire Content of the 1996 B.C. Survey of Former College and Institute Students 28

List of Tables

TABLE 1: The Student Outcomes Survey Population by Program Type - A Comparison Between Respondents and Non-Respondents: 1995-96 Two-Year Survey Cohort 3

TABLE 2: Number of Credits Earned by Academic Former Students: A Comparison Between the 1995 and 1995 Student Outcomes Surveys 4

TABLE 3: Further Studies Destinations - A Comparison Between Academic and Non-Academic Students: 1995-96 Two-Year Survey Cohort 5

TABLE 4: Previous Education - A Comparison Between Academic Students Who Continued Their Studies with Those Who Did Not: 1995-96 Two-Year Survey Cohort 5

TABLE 5: Reasons for Enrolling - A Comparison Between Academic Students Who Continued Their Studies with Those Who Did Not: 1995-96 Two-Year Survey Cohort 6

TABLE 6: Reasons for Leaving - A Comparison Between Academic Students Who Continued Their Studies with Those Who Did Not: 1995-96 Two-Year Survey Cohort 6

TABLE 7: Further Studies Decision, Credit Transfer Attempts and Credit Transfer Problems - A Comparison Between Academic and Non-Academic Students: 1995-96 Two-Year Survey Cohort 7

TABLE 8: Factors Associated with Incidence of Transfer Requests and their Corresponding Level of Significance 8

TABLE 9: Percentage of Students Not Requesting Transfer of Credits by Sending Institution 9

TABLE 10: Percentage of Students Not Requesting Transfer of Credits by Program Area at the Sending Institution 9

TABLE 11: Percentage of Students Not Requesting Transfer of Credits by Reason for Enrolling at the Sending Institution 9

TABLE 12: Percentage of Students Not Requesting Transfer of Credits by Reason for Leaving 9

TABLE 13: Percentage of Students Not Requesting Transfer of Credits by Type of Receiving Institution 10

TABLE 14: Percentage of Students Not Requesting Transfer of Credits by University as a Receiving Institution 10

TABLE 15: Percentage of Students Not Requesting Transfer of Credits by the Extent the "From " and "To" Programs Were Related 10

TABLE 16: Percentage of Students Not Requesting Transfer of Credits by Total Credits from the Sending Institution 10

TABLE 17: Factors Associated With Incidence of Transfer Problems and their Corresponding Level of Significance 11

TABLE 18: Incidence of Transfer Problems by Sending Institution 12

TABLE 19: Incidence of Transfer Problems by Reason for Enrolling at the Sending Institution ...12

TABLE 20: Incidence of Transfer Problems by Reason for Leaving ...12

TABLE 21: Incidence of Transfer Problems by Degree to which Program was Good Preparation ...13

TABLE 22: Incidence of Transfer Problems by Type of Receiving Institution ...13

TABLE 23: Incidence of Transfer Problems by Total Credits from the Sending Institution ...13

TABLE 24: Academic Student Transfer Flows Between Type of Sending Institution and Type of Receiving Institution ...14

TABLE 25: Distribution of Transfer Problems, Merge of Themes and Question Q15B ...15

TABLE 26: Grouping Themes and Questions Related to Transfer Problems into Transfer Problem Categories ...17

TABLE 27: Factors Associated with the Nature of Transfer Problems and their Corresponding Level of Significance ...18

TABLE 28: Incidence of "Transfer difficulties attributed to change or to articulation problems" by Grouping of Program Areas of the Sending Institution ...18

TABLE 29: Proposed Modifications to the B.C. Colleges and Institutes Student Outcomes Survey Question on Transfer ...21

List of Figures

FIGURE 1: Percentage of Students Not Requesting Transfer of Credits by Their Age When the Survey Was Conducted ... 8

FIGURE 2: Percentage of Students Not Requesting Transfer of Credits by Type of Sending Institution ... 8

FIGURE 3: Percentage of Students Not Requesting Transfer of Credits by Degree of Satisfaction with Studies ... 9

FIGURE 4: Percentage of Students Not Requesting Transfer of Credits by Extent Program was Good Preparation for Further Studies ...10

FIGURE 5: Percentage of Students Not Requesting Transfer of Credits by Cumulative GPA Received From the Sending Institution ...10

FIGURE 6: Incidence of Transfer Problems by Age Categories ...11

FIGURE 7: Incidence of Transfer Problems by Type of Sending Institution ...12

FIGURE 8: Incidence of Transfer Problems by Degree of Satisfaction with Studies ...12

FIGURE 9: Incidence of Transfer Problems by Receiving Institutions: B.C. Universities ...13

FIGURE 10: Academic Student Transfer Flows Between Type of Sending Institution and Type of Receiving Institution ...14

FIGURE 11: Incidence of Not all credits accepted by B.C. Universities as Receiving Institutions ...19

Introduction

A key B.C. Council on Admissions and Transfer research interest centres on examining issues related to student transfer into and within the province's post-secondary education system. The B.C. Colleges and Institutes Student Outcomes Survey, conducted annually, is used to contact former students one year after students have left their studies, with the primary goal of assessing various educational and employment outcomes. The survey also contained a limited inquiry on whether or not former students transferred, where they transferred, and if they encountered transfer-related difficulties what they were. In an attempt to improve the current survey instrument in regards to transfer issues, the present study has undertaken an analysis of the Student Outcomes Survey data pertinent to transfer issues, including:

- the incidence of requests for transfer of credits;
- the incidence of problems encountered in completing the transfer;
- the degree and form (flow pattern) of transfer; and
- a detailed qualitative analysis of transfer problems collected in open-ended survey questions.

Scope

The study used data from the two most recent data collection cycles of the B.C. Colleges and Institutes Student Outcomes Survey. Specifically, data from both the 1995 and 1996 surveys were included in this study.

The annual Student Outcomes Survey, first conducted in 1987, has been a joint project of the B.C. college and institute system and the B.C. Ministry of Education, Skills, and Training. It assesses educational and employment outcomes for program completers and near completers one year after they exit their programs. Nineteen public institutions participated in both the 1995 and 1996 survey cycles.

Additionally, the study approach limits the analysis of transfer issues to those former college and institute students who exited from programs designed primarily as university transfer (UT) programs. Recognising that a degree of ambiguity exists among the institutions concerning which programs have been designated as UT programs, the majority were found to be traditional arts, sciences, humanities, and social sciences programs. Hereafter, for the purposes of this study, this group of students are referred to as "academic students".

Objectives Realised

The main objectives of the study - to describe the degree and form of transfer within the B.C. post-secondary education system, and to carry out a qualitative analysis of relevant open-ended responses collected from the Student Outcomes Survey in order to enhance the collection of transfer-related data in the future - have been realised. In particular:

- Transfer-related data from the 1995 and 1996 Student Outcomes Surveys have been tabulated and cross-tabulated to provide information about student transfer within the B.C. post-secondary system regarding the nature and extent of transfer.
- Methods of statistical inference have been applied to all cross-tabulations in order to distinguish real from possibly random differences.
- A qualitative data analysis methodology has been developed for application to the analysis of the survey's open-ended responses.
- Using the methodology developed, a qualitative data analysis of 1995 and 1996 Student Outcomes Survey open-ended responses relating to transfer issues was done, including cross-tabulations by potentially informative background variables.
- Based on the above, the current college and institute Student Outcomes Survey instrument has been reviewed with the aim of identifying practical changes that will significantly improve the utility of the transfer-related data the instrument yields.

Outline of Study

Following descriptions of the methodology and the source data used in the subsequent analysis of transfer issues, an overview of the characteristics and outcomes of both academic and non-academic students is presented in relation to the decision to continue participating in the post-secondary education system.

The remainder of the study addresses three main research issues as they relate solely to former college and institute academic students:

1. assess the incidence of, and factors related to, requests by B.C academic students for transfer of

course credits and any problems encountered in completing this transfer;

2. describe the transfer flows within the system, which addresses such questions as, "What is the most common target institution for academic students leaving urban colleges?".

3. determine the nature of the reported transfer-related problems, and any related insights from other open-ended response survey questions.

The first two research issues represent a broad perspective, while the third is concerned with providing a detailed look at what academic students said about their transfer experiences with the B.C. post-secondary education system.

The study relies heavily on percentages derived from straightforward tabulations and cross-tabulations. Results are used only when they are based on sufficient numbers of students to make them reliable.

Whenever possible, formal statistical tests of significance have been carried out, using such standard methods as the chi-square test (for association between cross-tabulated factors) or rank-based tests (such as the Kruskal-Wallis test for equality of several medians). The results of these tests are also summarised in a standard manner by use of the p-value. A p-value is simply an indication of the probability that an observed difference is simply a chance occurrence, rather than an indication of a real effect. Thus, the lower the p-value, the stronger the evidence that the effect is real.

Throughout the study, the college or institute the student left (a year prior to the survey date) is referred to as the "Sending Institution", while the institution the student transferred to is denoted as the "Receiving Institution".

Methodology

The analyses of transfer rates and problems associated with transferring, based on traditional multiple choice response data, involved only routine statistical methods. In most cases, standard tabulations of data were followed by deeper analyses involving cross-tabulation of the central variable by other potentially revealing factors. For example, the overall percentage of students reporting transfer-related problems was found, and then broken down on the basis of the institution to which the student attempted to transfer.

Some of the factors considered in the analysis of transfer requests and transfer problems were obtained from student information supplied directly by the Sending Institution; such as birthdate, gender, and GPA.. The remaining factors were derived from the 1995 and 1996 Student Outcomes Survey responses (see questions 7 through 49 of the questionnaire in Appendix 3).

Many factors had to be recoded or otherwise modified in order for the cross-tabulation results to be valid (i.e., based on sufficient numbers to allow for formal statistical inference). Precise definitions for each factor used in the analysis can be found in the Glossary (see Appendix 1).

As an introduction to the challenges presented by responses to open-ended questions, Packard and Dereshiwsky (1990) succinctly stated:

> Open-ended questions, until recently, were considered to be an untapped resource in data-analysis terms. On the one hand, they held the promise of a detailed and rich data base containing subjects' perceptions, attitudes and beliefs. Paradoxically, however, this "advantage" was also assumed to be the greatest barrier to their proper analysis. That is, open-ended responses, due to their "non-numeric" nature, were not considered to be "data" in the same sense as quantities which could be analysed using more conventional inferential statistical procedures. This led some researchers to avoid the collection of qualitative data entirely, as they assumed it to be somehow inferior to, or "less rigorous than," quantifiable data. Those who did collect open-ended responses frequently relegated their analysis and interpretation to a secondary role. They felt limited to presenting these so-called "soft" results in solely narrative form." (p. 1)

These authors go on to note that recent developments in the field of qualitative data analysis have elevated the status of this type of study and encouraged its broader use. Hecht (1993) provides a good working summary and overview of these new methods:

> Open-ended data, a kind of qualitative data, are analysed according to themes or concepts that emerge from the data. The process is inductive rather than deductive, and generates hypotheses from the data, rather than beginning with a hypothesis. (p. 3)

Since responses to the open-ended questions on the Student Outcomes Survey had been keyed into a computer data base by the interviewer, the possibility existed of at least partially automating the huge data analysis task posed by the presence of thousands of recorded open-ended responses (some of which were, indeed, long). As Richards and Richards (1994) stated:

> Most qualitative researchers now work with computers, but relatively few use software designed for qualitative analysis. This is not because they see no need for help in handling rich, complex, or messy

> data. Rather, computers offer no instant solutions to the problems faced by qualitative researchers, because the data they handle are particularly resistant to tidy processing methods and the methods are very unlike the techniques computers easily support. (p. 445)

Since the present analysis apparently has no precedent within B.C., and the data were, indeed, "rich, complex, and messy", automated methods were eschewed in favour of careful and repeated reading of the responses by analysts who were familiar with both the general issue of transfer in B.C. and the requirements of careful qualitative data analysis. This is not to say that basic computer methods were ignored: standard sorting and searching features of modern microcomputer software proved sufficient for clustering the responses and checking on consistency of application of the emerging or "final" coding schemes.

Coding schemes were developed using a fluid process of successive refinement. There were frequent adjustments with the response categories developed, and insight grew with each new reading of the responses. An integral part of the coding procedures included a study of inter-coder reliability during the final review of the codes involving the question having the greatest number of responses. A gross discordance rate of just over 8% was recorded during a formal review of the coded comments on suggestions for improvements. After elimination of typographical and other obvious errors, it seems reasonable to predict a future discordance rate of 5% or less. On this basis, the derived coding schemes were judged to have an acceptable level of stability for present and future analyses.

The software used for the formal statistical analyses was MINITAB for Windows (release 10Xtra). A distinct advantage of this software is the availability of a "journal" function that allowed data analysts to record every keystroke made during the analysis. This information helped promote quality and consistency in the analysis.

Source Data

The B.C. Colleges and Institutes Student Outcomes Survey targeted former students one year after they exited their program of studies. A total of 50,643 former students were targeted to be surveyed for the 1995 and 1996 surveys (26,650 and 23,993 students, respectively).

Depicted in TABLE 1 are the counts and proportions of academic and non-academic students targeted for surveying during either the 1995 or the 1996 survey cycles, as well as a "combined surveys" group. A combined total of 36,980 students responded to the survey over this two year period. The response rates for the 1995 and 1996 surveys differed by five percent, with the average "combined surveys" rate being 73%.

The academic student cohort consisted of a total of 19,746 students who had exited from university transfer programs over the two year period. Three out of four of these students answered the surveys (14, 534, or 73.6%). These 14, 534 academic students represented 39.3% of all the students who responded to the surveys.

It should be noted that the composition of the academic student cohort for the two surveys differed slightly. Some 58.3% of the academic students in the combined Student Outcomes Survey cohort came from the 1995 survey and only 41.7% from the 1996 survey. The 1995 survey targeted all academic students that had earned at least 12 credits, while the 1996 survey targeted academic students earning at least 24 credits. These differences are detailed in TABLE 2.

TABLE 1:
The Student Outcomes Survey Population by Program Type -
A Comparison Between Respondents and Non-Respondents: 1995-96 Two-Year Survey Cohort

	Academic Students		Non-Academic Students		All Students	
	N	Combined Surveys %	N	Combined Surveys %	N	Combined Surveys %
Respondents						
1995 Survey	8,576	43.4%	11,325	36.7%	19,901	39.3%
1996 Survey	5,958	30.2%	11,121	36.0%	17,079	33.7%
Sub-Total	14,534	73.6%	22,446	72.6%	36,980	73.0%
Non-Respondents						
1995 Survey	2,927	14.8%	3,822	12.4%	6,749	13.3%
1996 Survey	2,285	11.6%	4,629	15.0%	6,914	13.7%
Sub-Total	5,212	26.4%	8,451	27.4%	13,663	27.0%
All						
1995 Survey	11,503	58.3%	15,147	49.0%	26,650	52.6%
1996 Survey	8,243	41.7%	15,750	51.0%	23,993	47.4%
TOTAL	19,746	100.0%	30,897	100.0%	50,643	100.0%

In the context of this study, this academic student cohort definition difference between the two survey cycles was judged not to be a problem, since the analysis considered students from both surveys as a single population and no intention of cross-year analysis existed.

The non-academic students targeted for the two surveys were identically defined as: completers of one year and two year vocational and career/technical programs. To be a completer, the student had to complete 75% to 100% of all program requirements.

TABLE 2 presents the distribution of academic students by the number of earned credit hours for both survey years. Academic students earning less than 24 credits comprised 12.8% of the total number of academic students analysed in this study; all of which were in the 1995 survey cohort. The distribution pattern of academic students with more than 24 credits was roughly equal between the two surveys. Lastly, the average number of credits earned by the academic students analysed in this study was 48.0 credits.

TABLE 2:
Number of Credits Earned by Academic Former Students:
A Comparison Between the 1995 and 1995 Student Outcomes Surveys

	1995 Survey		1996 Survey		Both Surveys	
	N	%	N	%	N	%
0 to Less Than 24 Credits	2,312	23.6%	3	0.0%	2,315	12.8%
24 to Less Than 36 Credits	2,254	23.1%	2,409	29.2%	4,663	25.9%
36 to Less Than 60 Credits	2,942	30.1%	3,238	39.3%	6,180	34.3%
60 to Less Than 90 Credits	1,736	17.8%	1,825	22.1%	3,561	19.8%
90 Credits or More	534	5.5%	768	9.3%	1,302	7.2%
Sub-Total Declared Credits	9,778	100.0%	8,243	100.0%	18,021	100.0%
Average Credits	43.2		53.8		48.0	
Average Credits (24 or More)	51.4	76.4%	53.8	100.0%	52.7	87.2%
Undeclared Number of Credits	1,725		0		1,725	
GRAND TOTAL	11,503		8,243		19,746	

Note: North Island College was the only college where academic students who had earned less than 24 credits (but more than 12credits) were included in the 1996 Student Outcomes Survey. This was at the request of the institution due to the small number of survey qualifying students in 1996.

Persistence in the Post-Secondary Education System

Among the combined pool of respondents from the 1995 and 1996 surveys, 15,092 (40.8%) chose to continue their studies. The proportion of academic students continuing their studies was 69%. It is noteworthy that nearly one out of four non-academic students also chose to persist in the post-secondary education system.

The Receiving Institution most often selected by academic students was a B.C. university; chosen by 6,185 (42.6%) students. Only a small proportion of academic students attended a university outside the province (2.7%). TABLE 3 presents the number of students who responded the 1995 and 1996 surveys by the type of institution they chose for their further studies.

TABLE 4 presents an examination of the previous education level attained by academic students and compares this characteristic to whether or not students continued their studies. Twice as many academic students choosing to not continue their studies had previously obtained a degree, certificate, or diploma. The percentages of students with less than 1 year, or with 1 to 2 years of previous post-secondary education were equal for both students who continued and those who did not. Again, twice as many academic students who did not continue their studies had taken 2 years or more of previous post-secondary education.

TABLE 3: Further Studies Destinations - A Comparison Between Academic and Non-Academic Students: 1995-96 Two-Year Survey Cohort

	Academic Students		Non-Academic Students		All Students	
	N	%	N	%	N	%
Did Not Continue Studies	4,559	31.4%	17,329	77.2%	21,888	59.2%
Continued Studies						
At the Same B.C. College	352	2.4%	621	2.8%	973	2.6%
At a Different B.C. College	1,978	13.6%	1,962	8.7%	3,940	10.7%
At a B.C. University	6,185	42.6%	818	3.6%	7,003	18.9%
At an University Outside of B.C.	393	2.7%	112	0.5%	505	1.4%
At an Other Institution	1,067	7.3%	1,604	7.1%	2,671	7.2%
Sub-Total "at a Different Institution"	9,623	66.2%	4,496	20.0%	14,119	38.2%
Total	9,975	68.6%	5,117	22.8%	15,092	40.8%
GRAND TOTAL	14,534	100.0%	22,446	100.0%	36,980	100.0%

TABLE 4: Previous Education - A Comparison Between Academic Students Who Continued Their Studies with Those Who Did Not: 1995-96 Two-Year Survey Cohort

	Continued Studies		Did Not Continue Studies		All Academic Students	
	N	%	N	%	N	%
Completed High School	9,575	96.0%	4,343	95.3%	13,918	95.8%
Previous Post-Secondary Education						
Less than 1 Year	564	5.7%	284	6.2%	848	5.8%
1-2 Years	1,090	10.9%	486	10.7%	1,576	10.8%
2 Years or More	918	9.2%	714	15.7%	1,632	11.2%
Sub-Total	2,575	25.8%	1,488	32.6%	4,063	28.0%
Obtained Previous Degrees, Certificates or Diplomas	808	8.1%	728	16.0%	1,536	10.6%
TOTAL	9,975		4,559		14,534	

TABLE 5:
Reasons for Enrolling - A Comparison Between Academic Students Who Continued Their Studies with Those Who Did Not: 1995-96 Two-Year Survey Cohort

	Continued Studies			Did Not Continue Studies			All Academic Students	
	N	%	% Met Objective	N	%	% Met Objective	N	%
Reason for Enrolling Was...								
Complete a Credential	1,390	13.9%	79.9%	1057	23.2%	61.0%	2447	16.8%
Prepare to Transfer	2,132	21.4%	89.6%	439	17.7%	61.7%	2,571	17.7%
Qualify for Program in Another Field	1,890	18.9%	88.4%	479	16.3%	57.0%	2,369	16.3%
Improve/Learn New Skills	746	8.2%	79.9%	883	12.8%	62.7%	1,629	11.2%
Decide on a Career	1,274	12.8%	77.6%	1,029	15.8%	59.8%	2,303	15.8%
Person Interest	1,551	15.5%	86.1%	1,002	17.6%	72.2%	2,553	17.6%
Other	4,016	68.4%	88.2%	1,201	56.8%	74.8%	5,217	35.9%
GRAND TOTAL	9,975		85.2%	4,559		64.2%	14,534	

Note: Students could cite more than one "reason for enrolling".
The percentage columns will therefore exceed 100%.

TABLE 5 presents the original reasons academic students cited for enrolling at the Sending Institution; highlighting the differences between those who continued their studies, and those who did not. Only 21.4% of the academic students who decided to continue their studies had originally enrolled to prepare to transfer. The vast majority of these (89.6%) stated their main reason for enrolling was met. In contrast, 23.2% of the academic students who did not continue their studies cited they had originally enrolled to complete a credential. Only 61.0% of these said their main reason for enrolling was met. It is noteworthy that the ratio of students who did not meet their objective was higher among the cohort of academic students who did not continue their studies.

An exploration of the open-ended question responses (the "other" category) on reasons cited for enrolling was done for the academic student cohort of the 1996 Survey.

One third of the "other" reasons cited in the open-ended portion of the question were already listed as available multiple choice options for enrolling. Additionally, 32% were related to location (close to home); 17% of those "other" reasons were related to the program or college being inexpensive; 6% because of a good reputation; and 14% for other reasons.

In TABLE 6, the reasons cited for leaving the Sending Institution are presented. For the cohort of academic students who did not continue their studies, a significantly higher proportion said they got a job compared to the cohort that chose to continue their post-secondary studies (19.7% and 2.7%, respectively). This same cohort indicated that personal circumstances were much more likely to be the reason for not continuing studies at the Sending Institution than the "continuing studies" cohort of academic students (17.6% and 3.8% respectively).

TABLE 6:
Reasons for Leaving - A Comparison Between Academic Students Who Continued Their Studies with Those Who Did Not: 1995-96 Two-Year Survey Cohort

	Continued Studies			Did Not Continue Studies			All Academic Students	
	N	%	% Met Objective	N	%	% Met Objective	N	%
Reason for Leaving Was...								
Completed Program	2,257	22.6%	93.3%	1326	29.1%	86.7%	3,583	24.7%
Changed Mind	673	6.7%	60.6%	455	10.0%	47.9%	1,128	7.8%
Transferred to Another Institution	5,871	58.9%	91.7%	175	3.8%	77.1%	6,046	41.6%
Disappointed with Program	409	4.1%	51.3%	222	4.9%	28.8%	631	4.3%
Disappointed with Self	76	0.8%	32.9%	119	2.6%	30.3%	195	1.3%
Got at Job	272	2.7%	70.2%	899	19.7%	63.1%	1,171	8.1%
Convenience	111	1.1%	79.3%	61	1.3%	59.0%	172	1.2%
Personal Circumstances	383	3.8%	75.2%	802	17.6%	56.4%	1,185	8.2%
Other Reasons	1,669	16.7%	77.6%	1,082	23.7%	57.2%	2,751	18.9%
GRAND TOTAL	9,975		85.2%	4,559		64.2%	14,534	

Note: Students could cite more than one "reason for enrolling".
The percentage columns will therefore exceed 100%.

Incidence of Transfer Requests and Associated Problems for Academic Students

The 1995 and 1996 Student Outcome Surveys were used to contact 36,980 former B.C. college and institute students one year after they left their studies (for any of a variety of reasons). As shown in TABLE 7, 14,119 of these students continued their studies at a different institution (either within or outside B.C.); 68.2% of whom were in academic studies. Within this academic student subgroup, 7,756 (80.6%) requested transfer of previously earned course credits to their new institution.

Problems in completing the requested transfer were reported by 1,233 of the 7,756 (15.9%) who requested a transfer of credit.

This section examines three issues: 1) whether or not students who continued their studies at another institution decided to transfer credit; 2) problems associated with transfer for those who attempted to transfer; and 3) transfer flows of academic students.

TABLE 7:
Further Studies Decision, Credit Transfer Attempts and Credit Transfer Problems - A Comparison Between Academic and Non-Academic Students: 1995-96 Two-Year Survey Cohort

	Academic Students		Non-Academic Students		All Students	
	N	%	N	%	N	%
Continued Studies						
At the Same B.C. College	352	3.5%	621	12.1%	973	6.4%
At a Different Institution, of Which Some...	**9,623**	96.5%	4,496	87.9%	**14,119**	93.6%
Did Not Try to Transfer Credits	**1,867**	18.7%	2,892	56.5%	4,759	31.5%
Tried to Transfer Credits, of Which Some...	**7,756**	77.8%	1,604	31.3%	9,360	62.0%
Did Not Have Problems	6,523	65.4%	1,298	25.4%	7,821	51.8%
Had Any Problems in Completing Transfer, Which Were...	**1,233**	12.4%	306	6.0%	1,539	10.2%
Obtaining Transcripts	65	0.7% *	12	0.2% *	77	0.5%
Not Able to Tranfer Credits	736	7.4% *	178	3.5% *	914	6.1%
Other Transfer Problems	526	5.3% *	140	2.7% *	666	4.4%
Total "Continued Studies"	9,975	100.0%	5,117	100.0%	15,092	100.0%
Did Not Continue Studies	4,559		17,329		21,888	
GRAND TOTAL	14,534		22,446		**36,980**	

* Since multiple transfer problems could be cited, the sum of these three problem categories will exceed the group total, which is unduplicated.

TRANSFER REQUESTS

Survey question Q15 asks "Did you try to transfer credits from [Sending Institution] to [Receiving Institution]?". Recall that "Sending Institution" denotes the college or institute the student had attended the previous year. The "Receiving Institution" represents the current (or most recent) institution the student is attending (or has attended) after leaving the "Sending Institution".

Of the 9,623 academic students who attended a different institution after the Sending Institution, 1,867 (or 19.4%) did not try to transfer credits from their Sending to their Receiving Institution. Again, two- and three-way cross-tabulations, were used to identify factors that appear to be related to this decision.

This section presents an overview of the relationships discovered. One outcome of this exploration was uncovering the typical profile of the B.C. academic transfer student who attempted to transfer credits from one institution to another (whether or not it was located in B.C.).

It should be noted corresponding tables for the non-academic student group are contained in a companion document. Since the focus of the present analysis was the academic student group, these tables were not structured to allow reliable inferential procedures to be carried out in all cases, so they should be used for informal descriptive purposes only.

Most of the factors selected for this analysis showed a strong relationship with the incidence of transfer requests. The main exception to this rule was "Factor 19: Survey Year", which showed no relationship at all, after adjustments for differences between the 1995 and 1996 student cohorts. "Factor 18: Completed Requirements for Credential at the Sending Institution" also had little or no relationship with the incidence of transfer request.

There was a statistically significant relationship between "Factor 2: Gender" and incidence of transfer requests, based on the observation that a smaller percentage of female students tried to transfer credit (79.8% versus 82.3%) - but the difference was not large. Likewise, "Factor 17: Age When English was Learned" had a small effect on this incidence: those who had learned English at the oldest age cohort were the least likely to try to transfer credits.

TABLE 8:
Factors Associated with Incidence of Transfer Requests and their Corresponding Level of Significance

Factor 1: Age at Survey	High
Factor 2: Gender	High
Factor 3: Previous Credential	High
Factor 4: Previous Post-Secondary Education	High
Factor 5: Type of Sending Institution	High
Factor 6: Sending Institution	High
Factor 7: Program Area at the Sending Institution	High
Factor 8: Degree of Satisfaction with Studies at the Sending Institution.	High
Factor 9: Reasons for Enrolling at the Sending Institution	High
Factor 10: Reasons for Leaving the Sending Institution	High
Factor 11: Degree to which the Program was Good Preparation for Further Studies	High
Factor 12: Type of Receiving Institution	High
Factor 13: Receiving Institution is a B.C. University	High
Factor 14: Degree to which Programs are Related	High
Factor 15: Total Credits from the Sending Institution	High
Factor 16: Cumulative GPA at the Sending Institution	High
Factor 17: Age When English was Learned	Medium
Factor 18: Completed Requirements for Credential at the Sending Institution	Not Significant
Factor 19: Survey Year	Not Significant
Factor 20: Extent to which Objective for Enrolling was Met	n/a

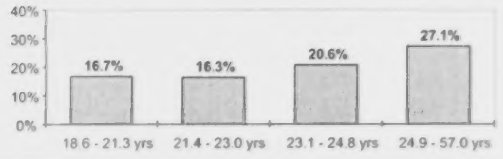
Note: No further analysis was conducted on the factors that are shaded.

TABLE 8 lists the factors that were analysed and includes an indication of the level of statistical significance of the observed association. A discussion of the practical significance and the nature of the statistically significant associations follows. The percentages presented in the following tables and figures represent the number of students not requesting transfer of credits, divided by the total number of students (N).

Factor 1: Age at Survey

The older a student was, the greater the likelihood that he or she did not attempt to transfer credits.

FIGURE 1:
Percentage of Students Not Requesting Transfer of Credits by Their Age When the Survey Was Conducted



Factor 3: Previous Credential

There was about a ten percent difference in the number of students not requesting transfer of credits between academic students with previous credential and those without: 27% and 18%, respectively.

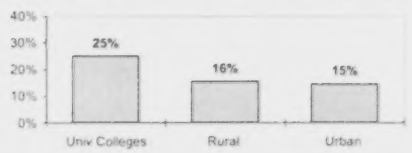
Factor 4: Previous Post-Secondary Education

A minor difference was found for academic students not requesting transfer of credits, between students with previous post-secondary education and those without: 21% and 18%, respectively.

Factor 5: Type of Sending Institution

This factor was derived from the recorded name of the Sending Institution, and represents a classification of the institution as a university college, an urban college, or a rural college. The ten percent difference between university colleges and urban/rural colleges is notable.

FIGURE 2:
Percentage of Students Not Requesting Transfer of Credits by Type of Sending Institution



Factor 6: Sending Institution

A detailed analysis of these schools confirmed the above trend and also showed that Capilano College, Camosun College, and the College of New Caledonia had the highest attempt rates.

TABLE 9:
Percentage of Students Not Requesting Transfer of Credits by Sending Institution

Sending Institution	N	% of N
Malaspina University-College	638	28.6%
University College of the Fraser Valley	445	28.5%
Okanagan University College	810	28.4%
University College of the Cariboo	467	27.6%
Douglas College	1,149	21.2%
Kwantlen University College	1,866	20.6%
Northern Lights College	34	20.6%
North Island College	118	20.3%
College of the Rockies:	169	18.3%
Selkirk College	318	16.0%
Langara College	1,418	14.3%
Northwest Community College	171	13.5%
College of New Caledonia	304	12.2%
Camosun College	848	11.8%
Capilano College	839	8.2%

Factor 7: Program Area at the Sending Institution

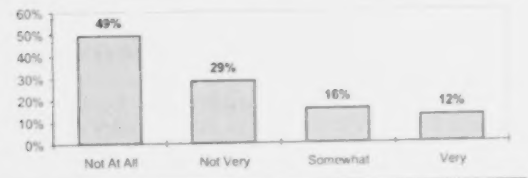
The percentage of students not trying to transfer credits ranged from 12.2 for Engineering and 14.3 for Business and Commerce, to 58.3 for Social Work students. Other high non-attempt rates included 34.3% for students in health-related programs and 31.8% for Psychology, Criminology, and Sociology students.

TABLE 10:
Percentage of Students Not Requesting Transfer of Credits by Program Area at the Sending Institution

Program Area	N	% of N
Social work, Child and Youth Care	48	58.3%
Health related (nursing, dentistry, etc.)	35	34.3%
Psychology, Criminology, and Sociology	217	31.8%
Computer Science, C.I.S., C.S.T.	22	27.3%
Fine/Visual arts	71	25.4%
Education	348	23.9%
Science	1,174	19.6%
English	26	19.2%
Academic/general/U.T./Arts	6,875	18.6%
Business, commerce, business admin., etc.	665	14.3%
Engineering	90	12.2%
Forestry, fishery, wildlife resources	14	0.0%

Factor 8: Degree of Satisfaction with Studies at the Sending Institution

FIGURE 3:
Percentage of Students Not Requesting Transfer of Credits by Degree of Satisfaction with Studies



Non-attempt rates varied from 49.4% down to 12.3% as the reported level of satisfaction with the program at the Sending Institution increased.

Factor 9: Reasons for Enrolling at the Sending Institution

Not surprisingly, students whose reasons for enrolling at the Sending Institution involved "preparing to transfer" or "qualifying to enter another program" had the lowest likelihood of not trying to transfer credits (11.4 and 15.0% respectively). This contrasts with non-attempt rates of just over 35% for those who said they enrolled at the Sending Institution for reasons relating to job skills or careers.

TABLE 11:
Percentage of Students Not Requesting Transfer of Credits by Reason for Enrolling at the Sending Institution

Reason for Enrolling	N	% of N
Decide on career/ change careers	541	35.3%
Improve existing job skills/ learn new	267	35.2%
Personal Interest	639	27.5%
Completing a credential	679	24.7%
Qualifying to enter another program	1,222	15.0%
Preparing to transfer	1,111	11.4%
Other	2,502	16.2%

Factor 10: Reasons for Leaving the Sending Institution

Again, rather predictably, the probability of a student not trying to transfer credits varies from a low of 6.7% for "transferred to another school" to 63.4% for "changed mind about program or goals", and 81.6% for "Disappointed with self/failed program".

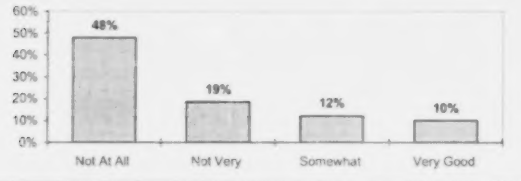
TABLE 12:
Percentage of Students Not Requesting Transfer of Credits by Reason for Leaving

Reason for Leaving	N	% of N
Disappointed with self/failed program	38	81.6%
Got a job/decided to work	169	75.2%
Changed mind about program or goals	336	63.4%
Personal circumstances	229	52.0%
Disappointed with the program or with the school	220	45.4%
Convenience (e.g. transportation, scheduling)	66	33.3%
Completed program/ completed al the credits student could	1,278	21.4%
Transferred to another school	4,524	6.7%
Other reasons	1,030	33.3%

Factor 11: Degree to which the Program was Good Preparation for Further Studies

This factor had an effect on incidence of transfer requests that was similar to, though somewhat weaker than the effect of the previous factor; non-attempt percentages declined from 47.9 to 10.1 as the student's rating of the effectiveness of the program at the Sending Institution (as preparation for the next program) improved.

FIGURE 4:
Percentage of Students Not Requesting Transfer of Credits by Extent Program was Good Preparation for Further Studies



Factor 12: Type of Receiving Institution

This factor was defined in a manner similar to the "Type of Sending Institution" discussed above, but with the obvious addition of codes for B.C. universities and for other universities. The percentages of students not trying to transfer credits for the various categories are listed in TABLE13.

TABLE 13:
Percentage of Students Not Requesting Transfer of Credits by Type of Receiving Institution

Type of Receiving Institution	N	% of N
Technical/vocational	632	63.1%
Rural College	92	59.8%
Urban College	634	43.4%
University College	495	32.7%
B.C. University	6,147	3.0%
Other University	122	3.3%
Other Institution	1,459	51.6%

The large differences in non-attempt clearly indicate that, for B.C. academic students, transfer of credits generally involved a move to a university.

Factor 13: Receiving Institution is a B.C. University

The highest percentage of students not trying to transfer credits was observed for those who went to UBC. The relevant figures are in TABLE 14.

TABLE 14:
Percentage of Students Not Requesting Transfer of Credits by University as a Receiving Institution

University	N	% of N
University of British Columbia	1,854	4.4%
University of Northern British Columbia	831	3.6%
University of Victoria	961	2.5%
Simon Fraser University	2,501	1.9%

Although these differences are highly significant from a statistical point of view, and they are large in a relative sense, the absolute differences were quite small.

Factor 14: Degree to which Programs are Related

A strong tendency was found for the likelihood of trying to transfer credits to increase as the perceived degree of relatedness between programs at the Sending and Receiving Institution increased. The relevant non-attempt percentages declined steadily from 67.2 for "not at all related" to 9.4 for "very related".

TABLE 15:
Percentage of Students Not Requesting Transfer of Credits by the Extent the "From " and "To" Programs Were Related

Relation Degree	N	% of N
Not At All Related	946	67.2%
Not Very Related	786	34.4%
Somewhat Related	3,313	15.3%
Very Related	4,531	9.4%

Factor 15: Total Credits from the Sending Institution

The lowest non-attempt rate (overall) was 12.5% for students with 60 to less than 90 credits, followed by 14.0% for those with 36 to less than 60 credits and 18.3% for students having 24 to less than 36 credits. The rates on either side of these categories are higher. It appears, then that having 24 to less than 90 credits to transfer is associated with the highest probability that the student will attempt to transfer the credits.

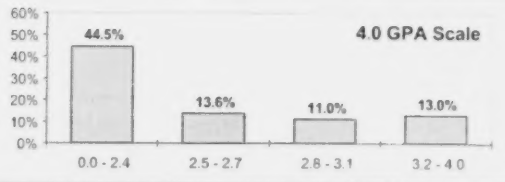
TABLE 16:
Percentage of Students Not Requesting Transfer of Credits by Total Credits from the Sending Institution

Number of Credits	N	% of N
12 to Less Than 24 Credits	1,057	39.1%
24 to Less Than 36 Credits	2,220	18.3%
36 to Less Than 60 Credits	3,376	14.0%
60 to Less Than 90 Credits	1,519	12.5%
Over 90 Credits	421	31.4%

Factor 16: Cumulative GPA at the Sending Institution

As was done for "Age at Survey", GPA, which was recorded by the Sending Institution of the student, was coded into 4 categories based on quartiles. Observed non-attempt rates as GPA increased in the first three categories, but then there was a small rise in the fourth category, to 13.0%.

FIGURE 5:
Percentage of Students Not Requesting Transfer of Credits by Cumulative GPA Received From the Sending Institution



Discussion

The typical academic student who continued post-secondary studies after leaving the Sending Institution and did not try to transfer credit to the Receiving Institution, tended to be: older; from a university college; moving to a school other than a B.C. university; and tended to enrol in a different sort of program there. This student tended to have a lower GPA and either a low or very high number of credits to transfer. The profile of the typical Sending Institution "leaver" who did try to transfer credits is a younger community college student heading for a closely related program at a B.C. university (following the original plan for enrolling at the Sending Institution). This student has a fairly high GPA, a moderate number of credits to transfer, and was satisfied with his or her studies at the Sending Institution.

TRANSFER PROBLEMS

The focus of this section is data from survey question Q15A, which asks, "Did you have any problems in completing this transfer from the "Sending Institution" to the "Receiving Institution"?.

Of 7,756 academic students who attempted to transfer credits to some other school after the Sending Institution, 1,233 (or 16.0%) reported having some sort of problem in completing this transfer. Using two-way (and some three-way) cross-tabulations, this section will identify factors that appear to be related to the incidence of transfer-related problems. This exploration will conclude with a profile of the typical B.C. academic transfer student who experienced problems in attempting to transfer credits from one school to another (whether in B.C. or not).

Many of the factors selected for this analysis did, in fact, show a strong relationship with incidence of transfer problems. The ones showing no reliable relationship are: "Factor 2: Gender", "Factor 3: Previous Credential", "Factor 7: Program Area at the Sending Institution", and

"Factor 18: Completed Requirements for Credential at the Sending Institution". Weak relationships were found with:

(1) "Factor 19: Survey Year": incidence of problems declined from 17.3% to 15.6% between 1995 and 1996.

(2) "Factor 17: Age When English was Learned": Non-ESL students reported a slightly higher incidence of problems (16.5% versus 10 to 12.5%).

(3) "Factor 4: Previous Post-Secondary Education": those with previous education reported a slightly lower incidence of problems (14.6 versus 16.4%).

(4) "Factor 14: Degree to which Programs are Related": the highest problem rates were observed for students in those programs that were "not very" or only "somewhat" related (around 17.5%); this is not much higher than the 15% rates for the other two categories.

The relationships are listed in TABLE 17, and are discussed in the following pages.

TABLE 17:
Factors Associated With Incidence of Transfer Problems and their Corresponding Level of Significance

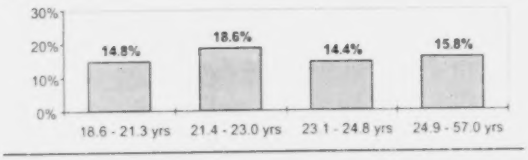
Factor 1: Age at Survey	High
Factor 4: Previous Post-Secondary Education	Medium
Factor 5: Type of Sending Institution	High
Factor 6: Sending Institution	High
Factor 8: Degree of Satisfaction with Studies at the Sending Institution.	High
Factor 9: Reasons for Enrolling at the Sending Institution	High
Factor 10: Reasons for Leaving the Sending Institution	High
Factor 11: Degree to which the Program was Good Preparation for Further Studies	High
Factor 12: Type of Receiving Institution	High
Factor 13: Receiving Institution is a B.C. University	High
Factor 14: Degree to which Programs are Related	Medium
Factor 15: Total Credits from the Sending Institution	High
Factor 16: Cumulative GPA at the Sending Institution	High
Factor 17: Age When English was Learned	Medium
Factor 19: Survey Year	Medium
Factor 2: Gender	Not Significant
Factor 3: Previous Credential	Not Significant
Factor 7: Program Area at the Sending Institution	Not Significant
Factor 18: Completed Requirements for Credential at the Sending Institution	Not Significant
Factor 20: Extent to which Objective for Enrolling was Met	n/a

Note: No further analysis was conducted on the factors that are shaded.

Factor 1: Age at Survey

Students in the 21.4 to 23.0 year age group (23.1 being the median) had the highest reported incidence of problems, at 18.6%. The other age groups had rates between 14.4 and 15.8%.

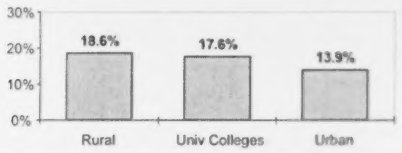
FIGURE 6:
Incidence of Transfer Problems by Age Categories



Factor 5: Type of Sending Institution

This factor was derived from the recorded name of the Sending Institution, and classifies it as university college, urban college, or rural college. Students from rural colleges had the highest problem rate (18.6%) followed by students from university colleges (17.6%). Urban college leavers were significantly lower at 13.9%.

FIGURE 7:
Incidence of Transfer Problems by Type of Sending Institution



Factor 6: Sending Institution

Examining the Sending Institution in detail, the following list of Sending Institutions with higher problem rates can be established: Northern Lights College, University College of the Fraser Valley, College of the Rockies, and College of New Caledonia.

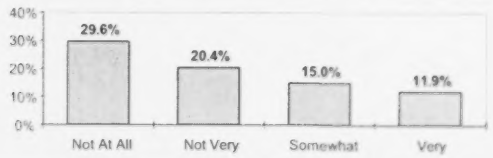
TABLE 18:
Incidence of Transfer Problems by Sending Institution

Sending Institution	N	% of N
Northern Lights College	27	25.9%
University College of the Fraser Valley	317	24.3%
College of the Rockies:	136	23.5%
College of New Caledonia	266	21.4%
Malaspina University-College	457	20.1%
University College of the Cariboo	338	19.5%
Okanagan University College	578	19.0%
Northwest Community College	147	18.4%
Douglas College	898	15.7%
North Island College	91	14.9%
Kwantlen University College	1,478	14.3%
Langara College	1,212	14.0%
Selkirk College	267	13.9%
Camosun College	745	13.3%
Capilano College	769	12.1%
TOTAL	7,729	16.0%

Factor 8: Degree of Satisfaction with Studies at the Sending Institution

Problem rates declined from 29.6% down to 11.9% as the reported level of satisfaction with the program at A increased.

FIGURE 8:
Incidence of Transfer Problems
by Degree of Satisfaction with Studies



Factor 9: Reasons for Enrolling at the Sending Institution

Not surprisingly, students whose reasons for enrolling at the Sending Institution involved "preparing to transfer" or "completing a credential" had the lowest likelihood of experiencing problems in the transfer of credits.

TABLE 19:
Incidence of Transfer Problems
by Reason for Enrolling at the Sending Institution

Reason for Enrolling	N	% of N
Completing a credential	510	13.7%
Preparing to transfer	980	11.7%
Qualifying to enter another program	1,038	15.1%
Improve existing job skills/ learn new	171	17.0%
Decide on career/ change careers	346	15.3%
Personal interest	462	16.4%
Other	2,091	18.6%

Factor 10: Reasons for Leaving the Sending Institution

The highest problem rate was associated with students who left the Sending Institution because they were "disappointed with the program or with the school"; next was with those citing "other reasons". The lowest rates varied from 7.1% for those stating that they "got a job/decided to work" to 13.9% for each of the following two response categories: "completed program", and "changed mind about program".

TABLE 20:
Incidence of Transfer Problems
by Reason for Leaving

Reason for Leaving	N	%
Disappointed with the program or with the school	120	25.8%
Convenience (e.g. transportation, scheduling)	43	16.3%
Personal circumstances	110	15.4%
Transferred to another school	4,210	14.7%
Completed program/ completed all the credits student could	1,003	13.9%
Changed mind about program or goals	122	13.9%
Got a job/decided to work	42	7.1%
Disappointed with self/failed program	7	0.0%
Other reasons	683	22.6%

Factor 11: Degree to which the Program was Good Preparation for Further Studies

The incidence of transfer-related problems was 18.9% among students who said they were "not at all prepared", but 26.8%, 17.0%, and 14.2% for the higher categories "not very prepared", "somewhat prepared", and "very well prepared". In general, though, problem rates decreased as feelings of preparedness increased.

TABLE 21:
Incidence of Transfer Problems
by Degree to which Program was Good Preparation

Degree of Preparation	N	% of N
Not At All Prepared	37	18.9%
Not Very Prepared	209	26.8%
Somewhat Prepared	3,025	17.0%
Very Well Prepared	3,596	14.2%

Factor 12: Type of Receiving Institution

This factor was defined in a manner similar to the "Type of Sending Institution" discussed above, but with the obvious addition of a code for "B.C. Universities" and one for "Other Universities."

The percentages of students experiencing transfer-related problems for the various categories of Receiving Institution are shown in Table 22.

TABLE 22:
Incidence of Transfer Problems by Type of Receiving Institution

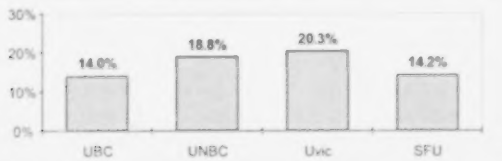
Type of Receiving Institution	N	% of N
Out of BC. University	117	30.8%
B.C. University	5,949	15.7%
University College	330	14.2%
Technical/vocational	231	13.9%
Urban College	356	10.4%
Rural College	37	8.1%
Other Institution	703	20.1%

Note the low rate for rural colleges, and the very high rate for other universities (outside of B.C.). These results should be interpreted bearing in mind the low transfer rates into rural colleges.

Factor 13: Receiving Institution is a B.C. University

SFU and UBC, the two lower mainland universities, experienced the lowest complaint rates.

FIGURE 9:
Incidence of Transfer Problems
by Receiving Institutions: B.C. Universities



Factor 15: Total Credits from the Sending Institution

Seven "number of credits" categories were created. The lowest problem rate (overall) was 12.9% for those with 24 to less than 36 credits followed by 13.0% for students having 12 to less than 24 credits.

The rates on either side of these categories are higher. It appears, then that having 12 to less than 36 credits to transfer is associated with the lowest probability that the student will encounter problems in attempting to transfer the credits. Note that the differences here remained significant even when the lowest two categories were deleted.

TABLE 23:
Incidence of Transfer Problems
by Total Credits from the Sending Institution

Number of Credits	N	% of N
12 to less than 24 Credits	641	13.0%
24 to less than 36 Credits	1,809	12.9%
36 to less than 60 Credits	2,892	17.8%
60 to less than 90 Credits	1,326	18.8%
Over 90 Credits	287	17.4%

Factor 16: Cumulative GPA at the Sending Institution

As was done for "Age at Survey", the recorded GPA of the student was coded into 4 categories, using the four quartiles. Observed problem rates decreased slightly as GPA increased, from 17.9% to 14.2% from the first to the fourth quartiles.

Discussion

The typical academic student who tried to transfer credits to a new institution and experienced problems in doing so, tended to be: a) a little younger than average, b) from a rural college, and c) tried to transfer to a university outside the Lower Mainland. This student did not feel well-prepared for this move (after completing his or her studies at the Sending Institution) and was disappointed and dissatisfied with the program at the Sending Institution. The student also tended to have a lower GPA and either very few or more than 36 credits to transfer.

The profile of the typical academic transfer student who did not experience transfer-related problems was a somewhat older urban college student heading for a closely related program at one of the Lower Mainland universities (following the original plan for enrolling at the Sending Institution). This student had a high GPA, a moderate number (from 4 to 36) of credits to transfer, felt well prepared for this move, and was satisfied with his or her studies at the Sending Institution.

TRANSFER FLOWS

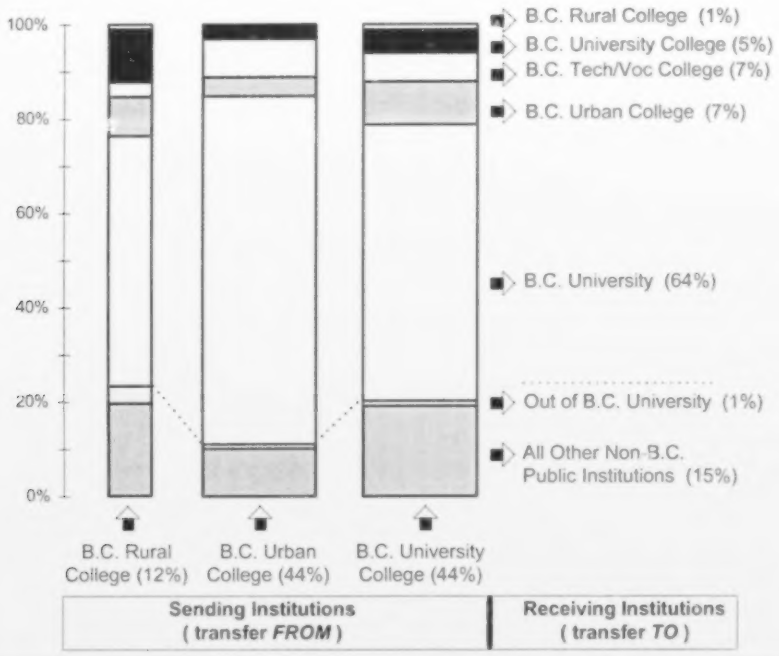
Using various versions of the factors that record the name of the institution the respondent left (the Sending Institution) and the name of the institution at which the student continued to study (the Receiving Institution), information of various levels of detail can be obtained on the general question of "who is going where?".

It can be ascertained from TABLE 24, for example, that 58% of academic students who left a university college to continue their studies did so at a B.C. university (SFU, UBC, UVic., or UNBC). This compares with 73% for students leaving the urban colleges.

TABLE 24:
Academic Student Transfer Flows Between Type of Sending Institution and Type of Receiving Institution

Receiving Institution	Sending Institution: Rural College	Urban College	University College	All
B.C. Rural College	27	12	54	93
B.C. University College	128	145	226	499
B.C. Tech/ Vocational	33	332	272	637
B.C. Urban College	88	181	365	634
B.C. University	572	3,119	2,464	6,155
Other University	56	24	42	122
Other Institution	211	446	808	1,465
TOTAL	1,115	4,259	4,231	9,605

FIGURE 10:
Academic Student Transfer Flows
Between Type of Sending Institution and Type of Receiving Institution



Analysis of Qualitative Data

It is now possible to describe, in detail, the themes and sub-themes underlying the academic students' comments regarding:

- problems encountered in attempting to transfer credits from one B.C. post-secondary institution to another (generally, but not always, within B.C.);
- ways in which the student's education or training could be improved;
- any other general issues regarding the student's education or training.

The raw data for these analyses consisted of the open-ended responses to question Q15B of the Student Outcomes Survey.

Analysis of Transfer Problem Themes

7,756 of the surveyed academic students said they tried to transfer credits from one post-secondary institution to another. Of these, 1,233 (16%) reported some kind of problem in carrying out the intended transfer.

Question Q15B of the Student Outcomes Survey asks the student to describe any transfer-related problems encountered, within the following categories:

1) difficulty obtaining transcripts
2) not able to transfer credits
3) other (specify)

About 5% of the group of students that experienced transfer problems placed themselves in category "difficulty in obtaining transcripts", while 55% fell within category "not able to transfer credits". Most of the remaining students reported problems that belong to neither of those two categories. It was clear from these results, and from the non-specific nature of the original categories, that a detailed analysis of the open-ended responses specified under "other" would provide valuable additional information for the BCCAT (see TABLE 25).

To this end, a structured analysis of the various themes underlying the students' open-ended responses was done. A description of the themes follows. (See Appendix 2 for details of the sub-themes).

TABLE 25:
Distribution of Transfer Problems,
Merge of Themes and Question Q15B

Question Q15B=1 & Standardisation of Open-ended	Difficulty obtaining transcripts	5.6%
Question Q15B=2 & Standardisation of Open-ended	Not able to transfer credits	59.1%
Theme 1	One or more course not accepted	9.1%
Theme 2	Specified course not accepted	3.8%
Theme 3	Too many credits to transfer	0.3%
Theme 4	Quality of transfer information	2.7%
Theme 5	Problems due to change in rules	1.0%
Theme 6	Articulation problems	5.2%
Theme 7	Bureaucratic problems	1.0%
Theme 8	Delay in getting credit	3.2%
Theme 9	Unsatisfactory articulation rules	4.6%
Theme 10	Student's own fault	0.9%
Theme 11	General transcript problems	0.7%
Theme 12	Miscellaneous/unclear	2.7%
TOTAL		100.0%

Theme 1: One or more course not accepted

This theme identifies when one or more courses (credits) were not accepted (not transferable) and no specifics courses were listed. Many students simply indicated that, while they had been partially successful in transferring credits, they had met with various levels of failure to transfer these credits. No specifics were given as to either the actual courses involved or the reason for the problem.

Examples of open-ended responses:

INCOMPATIBLE COURSES - TRADES TO ACADEMICS.
ONE COURSE DIDN'T TRANSFER.
DIDN'T GET CREDIT FOR ONE OF THE COURSES.
NOT ALL COURSES GET TRANSFERRED.
OUT OF 24 COURSES THAT WERE UNDERTAKEN ONLY 4 COURSES WERE ALLOWED FOR TRANSFER.

Theme 2: Specified course not accepted

This theme identifies when one or more named (e.g. "French") courses (credits) were not accepted (not transferable) but no reason suggested. Clearly, this is a subject-specific version of previous Theme 1.

Examples of open-ended responses:

UNABLE TO USE ONE CREDIT AS AN ANTHROPOLOGY CREDIT.
SOME COURSES WERE NOT TRANSFERABLE, LIKE STATISTICS.
BLOCK OF 30 CREDITS OF ENVIRONMENTAL STUDIES THAT I COULDN'T...

Theme 3: Too many credits to transfer

This theme identifies situation where not all credits were accepted due to student having too many credits to transfer (e.g. had 64 credits, but maximum accepted is 60). Universities commonly enforce their policy of

accepting a maximum of 60 transfer credits from community colleges.

Examples of open-ended responses:

I HAD TOO MANY CREDITS TO TRANSFER.
HAD MORE CREDITS THAN ALLOWED TO TRANSFER.
I LOST 6 CREDITS BECAUSE REGULATION WAS THAT I WAS ONLY ALLO...

Theme 4: Quality of transfer information

One or more courses (credits) not accepted (not transferable) and reason suggested is quality of information. The possible sources of this information became the sub-themes here: academic advisors, counsellors, the college calendar, or the official BCCAT Transfer Guide. It is particularly pertinent here to note that few problems with the transfer guide were cited.

Examples of open-ended responses:

NOT TRANSFERABLE ,BUT COUNSELOR SAID IT WAS TRANSFERABLE.
TYPO IN CALENDAR.
THE GUIDE WAS NOT ACCURATE,I HAD TO APPEAL.

Theme 5: Problems due to change in rules

Transfer difficulties attributed to change. Programs, courses, course numbers and admission standards can change over time, leading to confusion and possible denial of transfer credit when a student has done course work under the "old" system.

Examples of open-ended responses:

COMPLETED COURSE AT KWANTLEN BUT GUIDELINES AT UBC HAD CHANGED.
CHANGED PROGRAM FROM 2 TO 3 YEARS.
THE DISCREPANCY BETWEEN NEW AND OLD NUMBERS, I WENT THROUGH ...

Theme 6: Articulation problems

Transfer difficulties attributed to articulation problems. This common class of comments about transfer revolves around the suggestion that articulation issues are the root of the problem. These articulation problems vary in scope from there (apparently) being no general transfer agreement at all between two institutions down to the least serious problems of poor communication between the two institutions over a specific course. A separate sub-theme was recognised in the comments that suggested that a specific college program might transfer to one of the major universities, but not another. Inter-provincial issues of any sort were extracted under a separate sub-theme.

Examples of open-ended responses:

NO STANDARD SETUP FOR TRANSFERRING CREDITS SO I HAD TO DO ALL THE WORK MYSELF.
THEY ARE STILL WORKING ON AN AGREEMENT BETWEEN THE SCHOOLS.
SAME COURSES UNDER DIFFERENT NAMES.

Theme 7: Bureaucratic problems

Transfer difficulties attributed to bureaucratic problems. This Theme includes references made to the slowness of the paper work involved in transferring, as well as errors that may have been committed by an institution's employees.

Examples of open-ended responses:

INSTEAD OF TRANSCRIPTS GOING TO LANGARA THEY WENT TO HER PERSONAL HOME.
PAPER WORK WAS THE PROBLEM.
SCHOOL SCREWED UP AND LISTED HIM AS DROPPED INSTEAD OF TRANS...
CALEDONIA PROVIDED UNBC WITH A WRONG ADDRESS FOR ME, BUT THE...

Theme 8: Delay in getting credit

Indication of a delay in receiving credit. The student expressed frustration with the time it took (or continued to take) to complete transfer arrangements. In some cases, final transfer decisions were still pending at the time of the survey.

Examples of open-ended responses:

JUST TOOK SOME TIME.
TIME LENGTH FOR TWO YEARS FOR TRANSFER.
HAD DIFFICULTY GETTING THE CREDITS TRANSFERRED IN TIME TO ENTER THE PROGRAM.
THEY TOOK A LONG TIME - 3 TO 5 MONTHS - I ALMOST MISSED THE COURSE.
AT FIRST COURSES WEREN'T CREDITED, BUT IT GOT SOLVED
SOME WERE TRANSFERED, SOME WERE NOT STILL FIGHTING TO MORE TR...
THEY HAVEN'T BEEN ARTICULATED YET.

Theme 9: Unsatisfactory articulation rules

Transfer credit granted, but student not satisfied. Here, the student reported frustration with receiving only unassigned credit for a previous course, when credit for a specific course was expected. Other sub-themes include receiving credit for a specific course, but finding the credit does not apply to the student's intended program of study; or, receiving fewer credits than expected for a series of courses (e.g. 6 university credits for a 9 credit series of college courses).

Examples of open-ended responses:

CREDITS DID NOT TRANSFER STRAIGHT ACROSS
CREDITS TRANSFERRED BUT NOT THE ACTUAL COURSE
OTHER CREDITS WERE TRANSFERRED TO OTHER COURSES (GENERIC CREDITS).
3RD LEVEL COURSES TRANSFERRED AS 2ND YEAR
A COUPLE OF COURSES TRANSFERRED AS HALF CREDITS

Theme 10: Student's own fault

Transfer difficulties attributed to student's own shortcomings. Rather infrequently, the student suggested that the problems encountered were the result of poor grades or missing courses on his or her transcript.

Example of open-ended responses:

COURSE MARKS NOT HIGH ENOUGH.
THE COURSES TRANSFERRED BUT THE GRADES ASSIGNED BY UBC WERE...
DIDN'T TAKE FULL YEAR, SO COURSE DIDN'T TAKE NEW.
CHEMISTRY 12 WAS NEEDED FOR THIS COURSE..

Theme 11: General transcript problems

Transfer difficulties attributed to transcript problems. This theme complements the original defined response indicating difficulty in obtaining transcripts; the sub-themes concern incomplete or erroneous transcripts.

Examples of open-ended responses:

TRANSFER TRANSCRIPT WAS INCORRECT. I RECEIVED FAILURE INSTEAD W(WITHDRAWAL).
WAS GRADED AN 80 PERCENT INSTEAD 84 PERCENT WHEN I HAD A MINUS.
ERROR IN TRANSCRIPT GRADES
MISCALCULATION OF GPA
PROBLEMS WITH OPEN LEARNING TRANSCRIPT

Theme 12: Miscellaneous/unclear, or Missing

This category is not so much a theme as it is a category for responses that were difficult to interpret, either because they were very unusual, or very vague or incomplete. Also used for responses that were blank or essentially blank (as in "don't know", "n/a", etc.).

Example of open-ended responses:

LITTLE THINGS, HAD TO ASK PROFESSOR, AND IT WORKED OUT.
YOU HAVE TO HAVE FIFTY-PERCENT RESIDENCY REQUIREMENTS.
DON'T KNOW.

ASSOCIATIONS WITH TRANSFER PROBLEM THEMES

It was felt that further insight into the nature and extent of transfer-related problems would be gained by breaking down the coded responses to the question about detailed transfer problems.

The foregoing were individually cross-tabulated against a condensed coding of the original themes of the transfer-related complaints (from question Q15B of the survey). The new categories that combine two or more of the original themes and questions are described in greater detail in TABLE 26.

Among the usual student background factors used throughout the study, not all were found to have a statistically significant effect on the nature of the reported transfer-related problem. The factors are listed in TABLE 27. A discussion of the significant associations discovered follows.

TABLE 26:
Grouping Themes and Questions Related to Transfer Problems into Transfer Problem Categories

Themes and Questions	Themes Description or Transfer Problems		Transfer Problem Category	Transfer Problem Category Description	Cited by Academic Students	% of Academic Students
Question Q15B=2 & Standardisation of Open-ended	Not able to transfer credits	→	A	Not able to transfer credits	653	59.1%
Theme 1 & Theme 2 & Theme 3	One or more course not accepted & Specified course not accepted & Too many credits to transfer	→	B	Not all credits accepted	165	13.2%
Theme 4	Quality of transfer information	→	C	One or more courses not accepted (not transferable) and reason suggested is quality of information	34	2.7%
Theme 5 & Theme 6	Problems due to change in rules & Articulation problems	→	D	Transfer difficulties attributed to change or to articulation problems	78	6.2%
Theme 7 & Theme 8	Bureaucratic problems & Delay in getting credit	→	E	Transfer complaints related to bureaucratic problems or delays	52	4.2%
Theme 9	Unsatisfactory articulation rules	→	F	Transfer credit granted, but student not satisfied	57	4.6%
Theme 10	Student's own fault	→	G	Student's own fault (this was a very small sub-group that was occasionally eliminated)	10	0.9%
Question Q15B=1 & Standardisation of Open-ended & Theme 11	Difficulty obtaining transcripts & General transcript problems	→	H	Transcript issues *	70	6.3%
Theme 12	Miscellaneous/unclear or Missing	→	I	Miscellaneous or Missing	114	2.7%
			TOTAL		1,233	100%

Note: Note that, since the original question was worded "Mark all that apply", a small number of multiple responses that included the first response were also merged into transfer problem category H.

TABLE 27:
Factors Associated with the Nature of Transfer Problems and their Corresponding Level of Significance

Factor 3: Previous Credential	Medium
Factor 4: Previous Post-Secondary Education	Medium
Factor 5: Type of Sending Institution	Medium
Factor 7: Program Area at the Sending Institution	Medium
Factor 8: Degree of Satisfaction with Studies at the Sending Institution	High
Factor 9: Reasons for Enrolling at the Sending Institution, individually tested:	
Complete a credential	Not Significant
Preparing to transfer	High
Qualifying to enter another program	High
Improve existing job skills/ learn new	Not Significant
Decide on career/ change careers	Not Significant
Personal Interest	Not Significant
Factor 13: Receiving Institution is a B.C. University	High
Factor 16: Cumulative GPA at the Sending Institution	Medium
Factor 19: Survey Year	High
Factor 1: Age at Survey	Not Significant
Factor 2: Gender	Not Significant
Factor 6: Sending Institution	n/a
Factor 10: Reasons for Leaving the Sending Institution	n/a
Factor 11: Degree to which the Program was Good Preparation for Further Studies	Not Significant
Factor 12: Type of Receiving Institution	Not Significant
Factor 14: Degree to which Programs are Related	Not Significant
Factor 15: Total Credits from the Sending Institution	Not Significant
Factor 17: Age When English was Learned	Not Significant
Factor 18: Completed Requirements for Credential at the Sending Institution	n/a
Factor 20: Extent to which Objective for Enrolling was Met	Not Significant

Note: No further analysis was conducted on the factors that are shaded.

Factor 4: Previous Post-Secondary Education

Those with such previous education tended to fall into categories A, "Not able to transfer credits" and *I*, "Miscellaneous or Missing " relatively less frequently, and into categories B, "Not all credits accepted", D, "Transfer difficulties attributed to change or to articulation problems", F, "Transfer credit granted, but student not satisfied" and *H*, "Transcript issues" more frequently. This suggests that more experienced post-secondary students are willing or able to provide more detailed responses to a question about transfer-related problems. As well, the frequency of transcript-related problems seemed to be relatively severe in this group, which suggests that attempting to transfer credits from more than one school introduces an extra level of complication into the process.

Factor 5: Type of Sending Institution

No clear differences were noted, in general, among the 3 types of Sending Institution (university college, urban college, or rural college). There was some tendency for university college leavers to have relatively more problems that fell within the miscellaneous category, and relatively fewer within category A, "Not able to transfer credits".

Factor 7: Program Area at the Sending Institution

Science students tended to fall into category A, "Not able to transfer credits" less frequently, with balancing higher frequencies in most of the other categories. This suggests that these students experienced more specific transfer-related problems than did other students, or they were inclined to provide more detail about their problems.

TABLE 28:
Incidence of 'Transfer difficulties attributed to change or to articulation problems' by Grouping of Program Areas of the Sending Institution

Business/ Commerce/Accounting	3.1%
Arts & Sciences / University Transfer	6.2%
Arts, Humanities, Fine Arts, etc.	6.4%
Education	7.7%
Science	8.6%

Factor 8: Degree of Satisfaction with Studies at the Sending Institution

As degree of satisfaction increases, the relative frequency of responses coded A, "Not able to transfer credits", C, "One or more courses not accepted", and *I*, "Miscellaneous or Missing " decreases, with a balancing increase in responses coded B, "Not all credits accepted", E, "Transfer complaints related to bureaucratic problems or delays", and F, "Transfer credit granted, but student not satisfied". This may be an indication that the latter complaints (some credits not accepted, bureaucratic errors or delays, and dissatisfaction with credits received) may be seen by the student as being largely the responsibility of the receiving school.

Factor 9: Reasons for Enrolling at the Sending Institution

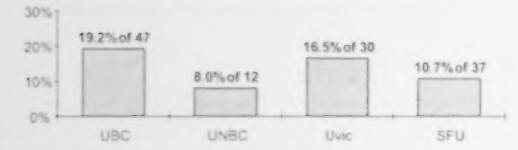
Students who indicated that their reasons for enrolling at the Sending Institution included "preparing to transfer to another institution" showed a relatively low frequency of category A, "Not able to transfer credits" complaints balanced by relatively more complaints coded B, "Not all credits accepted" and D, "Transfer difficulties attributed to change or to articulation problems". This suggests that these students were at least partially successful in having their credits transferred, but they did encounter some specific transfer problems along the way.

Students whose answers to this question included "qualify to enter a program in another field" showed differences that were exactly the opposite of those just noted for the transfer-oriented students. No other reasons showed a statistically significant relationship with nature of the transfer problem.

Factor 13: Receiving Institution is a B.C. University

Students who transferred to U.Vic. had a relatively low frequency of responses coded A, "Not able to transfer credits" or *I*, "Miscellaneous or Missing "; and a relatively high in category D, "Transfer difficulties attributed to change or to articulation problems". Other differences are hard to summarise in general terms, although it was interesting to note the following pattern in the frequency of responses coded B, "Not all credits accepted".

FIGURE 11:
Incidence ofNot all credits accepted
by B.C. Universities as Receiving Institutions



That is, UBC had the highest percentage of the complaints falling in the "Not all credits accepted" category, while UNBC. appeared to have the smallest.

Factor 16: Cumulative GPA at the Sending Institution

Students in the lowest GPA category had a relatively high frequency of responses coded A, "Not able to transfer credits", with most other categories being relatively infrequent. Those with a GPA between the median and the seventy-fifth percentile (i.e., third quartile) were relatively low on category A, "Not able to transfer credits", and relatively high on categories B, "Not all credits accepted", and *I*, "Miscellaneous or Missing ". There is some suggestion that low grades may be the root of the transfer-related problem for some students, even though many did not recognise this explicitly (i.e., did not fall into category G, "Student's own fault (this was a very small sub-group", in which problems are attributed to the student's own short-comings).

Factor 19: Survey Year

The comments recorded in 1996 appeared to be significantly more detailed than those of the previous year: categories A, "Not able to transfer credits" and *I*, "Miscellaneous or Missing " were relatively more frequent in 1995, while categories B, "Not all credits accepted", D, "Transfer difficulties attributed to change or to articulation problems", and F, "Transfer credit granted, but student not satisfied" were relatively more frequent in the 1996 responses. This suggests that the methods used to capture data in 1996 had improved relative to those used the year before (by a different surveying company).

DISCUSSION

Even in their condensed form, the theme categories for transfer-related problems are both numerous and varied. This makes it difficult to provide a brief summary of the observed relationships with this factor. It can be said, however, that the analysis has shown the potential for future versions of the present survey to provide more relevant detail on this issue, and in a more efficient manner than reliance on open-ended questions.

These results clearly indicate that students experienced a wide variety of problems in attempting to have credits earned at a B.C. college or institute accepted by another institution. Our ability to analyse their comments describing these problems was circumscribed by the following factors.

- The 1995 and 1996 Student Outcomes Survey instruments included only two specific responses to the question, "What were the problems (in completing this transfer)?". The detailed analysis of the open-ended responses to this same question has suggested other specific response categories that would greatly improve the interpretability of the results, and likely reduce the number of open-ended responses that would be given.
- The quality of the recording of the open-ended responses was highly variable - although it appeared to have improved in 1996, relative to the preceding year. Many of the 1995 open-ended responses had been truncated (at an early stage of the data gathering process) and their meaning could not be reliably inferred.
- The student's ability to express him or herself clearly appeared to be a problem as well. In many cases, even relatively long and complete records of the students' responses were difficult to interpret. Problems with the English language could also be inferred in many of these cases.
- In many instances, the recorded open-ended responses had, as an underlying theme, the serious information void that students faced when attempting to move from one part of the post-secondary system to another. After only two or three years in the system, students generally appeared to have only a limited grasp of "the big picture" and their comments often betrayed their confusion. A notable example here involved comments in which students expressed dismay at finding that a significant portion of credits earned, while transferable to one of the main universities, would not be accepted by a second (nearby) university.

> The reason for this unfortunate situation can often be found in the use of different subject-specific organizational models by different universities; when faced with the dilemma of finding common ground between two quite disparate models, colleges often decide to adopt one or the other of the competing models. The student who is unaware of this situation, or who makes a last-minute decision to transfer to another university, is often faced with repeating a year of studies. Having only a partial grasp of the underlying reasons for the incomplete transfer, such a student may attempt to explain his or her problems in any of a variety of ways; most of these comments may be valid in only a superficial sense.

Data from future surveys that include more specific transfer-related questions will make it possible to provide a more detailed analysis of students' problems in transferring within the B.C. post-secondary system. The information derived from the present data set, while not highly specific, has nevertheless provided a number of insights into the issues that complicate movement within the system.

Summary and Conclusions

The tabulations and cross-tabulations involving the incidence of requests for transfer of credit, or of problems in completing this transfer, provide both general and detailed information about the nature and extent of transfer within B.C.'s post-secondary system. Over a two-year period from 1995 through 1996, nearly a fifth of all academic students who moved from one institution to another within the B.C. system did not attempt to transfer their credits. The cross-tabulations shed light on the reasons for this choice. Similarly, about one sixth of those students who did try to transfer their credits experienced problems in doing so. Again, the cross-tabulations clarify a number of issues here, and point to areas where improvements could be made to reduce disparities.

Recommendations

The analysis of the specified problems in transferring credits from one post-secondary institution to another suggests that easily-made changes to the B.C. colleges and institutes Student Outcomes Survey instrument could greatly increase the amount of information on transfer issues that the annual survey provides. In particular, the range of choices to Student Outcomes Survey

question Q15B can be broadened and sharpened by considering the most common themes of the open-ended responses to this question; the choice "Not able to transfer credits" would be clearer if rewritten as: "None of my courses were given transfer credits at the new institution". Other choices could allow a student to indicate the degrees of failure to transfer credit, and the student could be probed for suggestions as to why this failure occurred (as far as this may be known to the student).

The general format of the original question Q15B did not easily accommodate the dimensions of this issue that were revealed by the qualitative analysis of the open-ended responses. These dimensions included: (1) the severity of the problem (i.e., number of courses or credits involved); (2) the suggested causes of the problem (e.g., articulation gaps between institutions); and (3) the specific courses that were involved.

Of these, the last would be very difficult to capture with a multiple choice format, and involves an impractical level of detail (as far as future data analysis is concerned). The first two dimensions are both interesting and more practical to probe with multiple choice questions.

For the sake of continuity with past versions of the survey, question Q15B could be restructured as shown below in Recommendation 1.

Recommendation 1: With the accumulation of additional data from future surveys that include more specific transfer-related questions, it will be possible to provide a more detailed analysis of students' problems in transferring within the B. C. post-secondary system. To that end, the following proposed changes to the Student Outcomes Survey are proposed.

Although there appears to be some overlap between Q15B ("What were the transfer problems?") and Q15C ("How serious would you say these transfer related problems were?"), Q15C provides a useful indication of the student's degree of concern with the whole series of problems that may have been encountered during the transfer process. Although a small number of courses may have been cited in Q15B, these may have been relatively important courses for the student.

TABLE 29
Proposed Revision to the Question on Transfer of Credits in the BC Colleges and Institutes Student Outcomes Survey

CHANGED - SLIGHTLY MODIFIED WORDING

Q15 Did you transfer or expect to transfer credits from [NAME OF OLD INSTITUTION] to [NAME OF NEW INSTITUTION] ?

1. Yes – GO TO Q15A
2. No – SKIP THE REST OF QUESTION 15

Q15A Did you have any problems transferring credits ?

1. Yes – GO TO Q15B
2. No -- SKIP THE REST OF QUESTION 15

CHANGED - ADDED MORE MULTIPLE CHOICE OPTIONS

Q15B What were the transfer problems ? (Mark all that apply)

1. None of my courses were given transfer credits at the new institution
2. 7 or more (but less than all) courses were not accepted
3. 4 to 6 courses were not accepted
4. 1 to 3 courses were not accepted
5. Delay or other difficulty in submitting documents (e.g. transcripts) to my new school
6. Getting an assessment of transfer took (or is taking) a long time to complete
7. I received unassigned credit when I expected to receive specific credit for one or more courses
8. I received fewer credits for a series or block of courses, certificate, or diploma than I had expected
9. I had to repeat one or more courses that I had already successfully completed
10. Other (SPECIFY)

ADDED

Q15C How serious would you now say these transfer-related problems were ?
(Asked for each problem the respondent listed in Q15B)

1. Not serious at all
2. Not very serious
3. Somewhat serious
4. Very serious

Q15D What would you say were the main reasons for this problem? (Asked for each problem the respondent listed in Q15B, mark as many as 3)

1. Don't really know, not sure
2. Counsellors or advisors at my old institution gave me poor or insufficient advice
3. Poor communication or understanding between the two institutions involved in this transfer
4. Poor information or slow service at my old school
5. Poor information or slow service at my new school
6. I did not know or understand the requirements for transfer to the program I wanted
7. I had more credits than I was allowed to transfer
8. The courses or the programs at the old and new institutions were very different
9. Other (SPECIFY)

Recommendation 2: Significant inroads into assessing transfer problems are possible through a more integrated research approach to the issues surround transfer within the B.C. post-secondary education system. It is therefore recommended that a comprehensive analysis be undertaken involving:

1. transfer process;
2. student perceptions;
3. how transfer requests are actually assessed at institutions; and
4. what information is available and how accessible it is to students and advisers.

Bibliography

Denzin, N.K. & Lincoln, Y.S.(1994). Handbook of Qualitative Research. Sage Publications (California). ISBN 0-8039-4679-1.

Gaylord, Ducharme & Associates. 1995 B.C. Student Outcomes: Survey Results by Program for Former College and Institute Students. (DOC 96-02). A report prepared for Human Resources Development Canada (HRDC) and MEST, 1996

Gaylord, Ducharme & Associates. 1995 B.C. Student Outcomes: Job Destinations of Former College and Institute Students. (DOC 96-07). A report prepared for Human Resources Development Canada (HRDC) and MEST, 1996

Gaylord, Ducharme & Associates. 1995 B.C. Student Outcomes: Aboriginal Former College and Institute Students. (DOC 96-11). A report prepared for MEST, 1996.

Gaylord, Ducharme & Associates. A Qualitative Data Analysis of Student Transfer Issues Revealed in B.C.'s Post-Secondary Education Student Outcomes Surveys: *A Proposal to the BCCAT.* (DOC 96-15).

Hecht, J.B. & Others.(1993). *Coding Responses to Open-Ended Survey Items Using a Software-Driven Conceptual Mapping Scheme.* Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA). April 1993.

Huberman, A.M. & Miles, M.B.(1994). *Data Management and Analysis Methods.* Handbook of Qualitative Research. Sage Publications (California). 428-444

Hudgins, J.L.(1993). *Institutional Effectiveness: A Maturing Movement. Where Do We Go from Here?* Paper presented at the Summer Institute of the Community College Consortium (5th, Madison, WI). June 1993.

Office of Institutional Research.(1990). *1990 Follow-up of Former JCCC Students Currently Enrolled at Four-Year Colleges or Universities: A Transfer Study.* Johnson County Community College (Overland Park, KS). November 1990.

Packard, R.D. & Dereshiwsky, M.I.(1990). *Qualitative Matrices Analysis.* Paper presented at the Annual meeting of the American Educational Research Association (Boston, MA). April 1990.

Richards, T. J. & Richards, L.(1994). *Using Computers in Qualitative Research.* Handbook of Qualitative Research. Sage Publications (California). 445-462.

Appendix 1: Glossary

Factor	Description
Factor 1: Age at Survey	It was hypothesised that more mature students, who tend to be more familiar with the post-secondary system, might encounter different transfer-related problems from younger students.
Factor 2: Gender	Included as a traditional demographic variable.
Factor 3: Previous Credential	From Question 9A of the survey: "Had you obtained any certificates, diplomas, or degrees before attending the Sending Institution?". This variable was coded in the same manner as the last one, and clearly applies to only those students whose answer to the last question (i.e., Question 8) was "YES".
Factor 4: Previous Post-Secondary Education	This variable is based on Question 8 of the Student Outcomes Survey: "Did you take any post-secondary education before attending the "sending institution"?". A "YES" answer was coded 1, and a "NO" answer was coded 2.
Factor 5: Type of Sending Institution	The institutions were grouped and coded as follows: 1 **Technical** B.C. Institute of Technology, Nicola Valley Institute of Technology, Vancouver Community College; 2 **University College**: University College of the Cariboo, University College of the Fraser Valley, Kwantlen University College, Malaspina University-College, Okanagan University College; 3 **Urban College**: Camosun College, Capilano College, Douglas College, Langara College; 4 **Rural College**: College of New Caledonia, College of the Rockies, North Island College, Northern Lights College, Northwest Community College, Selkirk College
Factor 6: Sending Institution	These were the institutions with academic students who continued their studies: Camosun College, Capilano College, College of New Caledonia, College of the Rockies, Douglas College, Kwantlen University College, Langara College, Malaspina University-College, North Island College, Northern Lights College, Northwest Community College, Okanagan University College, Selkirk College, University College of the Cariboo, University College of the Fraser Valley
Factor 7: Program Area at the Sending Institution	The program of studies the student took while at the "sending institution". The working codes here were: 1 Arts, Fine Arts, Humanities, English, Social Work 2 Business, Commerce, Accounting 3 Education, Physical Education, Early Childhood Education 4 Engineering, Applied Science, Computer Tech Programs 5 Science, Nursing, and related fields 6 Arts & Science, Academic/General Studies, University Transfer 7 Forestry and Natural Resources 8 Trades, Mechanical, Tourism 9 Other, including College Preparatory Programs. In order to achieve subgroup sizes large enough for meaningful data analysis, codes 4 and 7 were later merged, as were codes 8 and 9.
Factor 8: Degree of Satisfaction with Studies at the Sending Institution	From Question 49 of the survey: "How satisfied were you with your studies at [NAME OF INSTITUTION]? Would you say you were..."
Factor 9: Reasons for Enrolling at the Sending Institution	From Question 44 of the survey: "To answer the next questions, think back to when you first started the program at [NAME OF INSTITUTION]. What were your reasons for enrolling? (MARK ALL THAT APPLY)"
Factor 10: Reasons for Leaving the Sending Institution	From Question 48 of the survey: "What was your main reason for leaving [NAME OF INSTITUTION] when you did? (MARK ALL THAT APPLY.) (NINE RESPONSES)"

Factor	Description
Factor 11: Degree to which the Program was Good Preparation for Further Studies	From Question 16A of the survey. "How well did the program at [NAME OF INSTITUTION] prepare you for your further studies at [NAME OF NEW INSTITUTION]? Would you say you were.."
Factor 12: Type of Receiving Institution	This is the college, institute, or university to which the student attempted to transfer credits. These were grouped and coded as follows: 1 **TECHNICAL** (and vocational): B.C. Institute of Technology, Nicola Valley Institute of Technology, Pacific Marine Training Centre, Vancouver Community College 2 **UNIVERSITY COLLEGE** University College of the Cariboo, University College of the Fraser Valley, Kwantlen University College, Malaspina University-College, Okanagan University College 3 **URBAN COLLEGE** Camosun College, Capilano College, Douglas College, Langara College 4 **RURAL COLLEGE** College of New Caledonia, College of the Rockies, North Island College, Northern Lights College, Northwest Community College, Selkirk College 5 **B.C. UNIVERSITY**: Simon Fraser University, University of British Columbia, University of Victoria, or University of Northern British Columbia 6 **OTHER UNIVERSITY**: University of Calgary, Lakehead University, University of Lethbridge, University of Alberta 7 **OTHER**: including Emily Carr Institute of Arts and Design and the Justice Institute and other post-secondary institutions, public and private, in B.C. as well as out of B.C. Due to small sub-group sizes, codes 3 and 4 were later merged into a new category: 3 = College. Given the size of the "B.C. University" category, a more detailed breakdown by specific university in B.C. was also done.
Factor 13: Receiving Institution is a B.C. University	This is the B.C. Universities: Simon Fraser University, University of British Columbia, University of Victoria, or University of Northern British Columbia
Factor 14: Degree to which Programs are Related	From Question 16 of the survey: "How related to your program at the Sending Institution were/are your further studies at the Receiving Institution?". The coding scheme used here was: 2 NOT AT ALL/NOT VERY RELATED 3 SOMEWHAT RELATED 4 VERY RELATED
Factor 15: Total Credits from the Sending Institution	The total number of post-secondary credits the students had accumulated at the Sending Institution before transferring to the Receiving Institution. Less than 3; 4 to 12 credits; 13 to 24 credits; 25 to 36 credits; 37 to 60 credits; 61 to 90 credits;90 credits or more
Factor 16: Cumulative GPA at the Sending Institution	The student's grade point average just prior to transferring to the Receiving Institution.
Factor 17: Age When English was Learned	From Question 7B of the survey: "If you Did learn English as a second language, When was that?"?
Factor 18: Completed Requirements for Credential at the Sending Institution	From Question 47 of the survey: "When you left [NAME OF INSTITUTION], had you completed the requirements for a credential such as a degree, diploma, or certificate?"
Factor 18: TO DELETE Degree of Relation with Further Studies	From Question 16 of the survey: "How related to your program at the Sending Institution were/are your further studies at the Receiving Institution?". The coding scheme used here was: 2 NOT AT ALL/NOT VERY RELATED 3 SOMEWHAT RELATED 4 VERY RELATED
Factor 19: Survey Year	Since data from two different years (1995 and 1996) were used in this study, with a different data-collection agent in 1996, a breakdown by year was of interest mainly for methodological reasons.
Factor 20: Extent to which Objective for Enrolling was Met	From Question 45 of the survey: "To what extent did you achieve your most important objective for enrolling? Would you say it was..".

Appendix 2: Theme Coding Schemes for Open-ended Responses on Transfer Problems

THEME 1: ONE OR MORE COURSE NOT ACCEPTED

One or more courses (credits) not accepted (not transferable) and **no reason given, no specifics** re type of courses.

Sub-themes:

10 = number of courses not accepted is not clear, not specified
11 = only one course not accepted
12 = "some not accepted" or "not all courses accepted"
13 = at least half (or "a lot of") the courses not accepted
N.B.: "All courses not accepted" is original code 2.

THEME 2: SPECIFIED COURSE NOT ACCEPTED

One or more **named** (e.g. "French") courses (credits) not accepted (not transferable) but no reason suggested (see codes 62, 63)

Sub-themes:

20 = extent of problem not clear, not specified
21 = only one course not accepted
22 = "some not accepted" or "not all courses accepted"
23 = at least half (or "a lot of") the courses not accepted

THEME 3: TOO MANY CREDITS TO TRANSFER

Sub-themes:

30 = Not all credits accepted due to student having **too many credits** to transfer (e.g. had 64 credits, but maximum accepted is 60)

THEME 4: QUALITY OF TRANSFER INFORMATION

One or more courses (credits) not accepted (not transferable) and **reason** suggested **is quality of information** re transfer from.

Sub-themes:

40 = unspecified source, source not clear
41 = academic advisors, counsellors, "the college", the calendar
42 = transfer guide (or "the guide") - but **not** the calendar

THEME 5: PROBLEMS DUE TO CHANGE IN RULES

Transfer difficulties **attributed to change**

Sub-themes:

50 = not specified, not clear
51 = in programs at receiving institute
52 = in specific courses at receiving institute
53 = in course numbers (generally)
54 = in admission standards

THEME 6: ARTICULATION PROBLEMS

Transfer difficulties attributed to articulation problems:
Sub-themes:

60 = vague, not clear
61 = no general transfer mechanism (or process) in place -- including "no communication" at all between the institutions
62 = certain programs or years not recognised (or not well matched)
63 = individual courses not recognised or well matched (including reference to "locally developed", or "identical" courses)
64 = differences among similar programs at different universities (e.g., credits transfer to one university, but not another)
65 = no course descriptions available, hard to get credits evaluated (i.e., poor communication between institutions)
66 = inter-provincial issues (e.g. programs in Alberta are different) (includes any of the above codes 61 to 65)

THEME 7: BUREAUCRATIC PROBLEMS

Transfer difficulties attributed to **bureaucratic problems**
Sub-themes:

70 = vague, not clear
71 = slow paper work
72 = errors made by institution's employees (e.g. did not follow correct procedures for changing a course number)

THEME 8: DELAY IN GETTING CREDIT

Indicated a delay in receiving credit
Sub-themes:

80 = no extra details (includes the unqualified comment, "slow")
81 = eventual success in getting credit after disagreement or appeal
82 = still under review by receiving institute
83 = eventual failure to gain some or all credits

THEME 9: UNSATISFACTORY ARTICULATION RULES

Transfer credit granted, but **student not satisfied** due to:
Sub-themes:

90 = unspecified reasons, not clear
91 = credit for a specific course (at receiving institute) not obtained (i.e., only **unassigned credit** given)
92 = credit for intended program not obtained (but credit for some specific course **was** given or could be inferred as given)
93 = obtained fewer credits than expected for **a course or courses** (e.g., 9 college credits transferred as 6 university credits)
94 = student's GPA did not transfer

THEME 10: STUDENT'S OWN FAULT

Transfer difficulties attributed to **student's own shortcomings**
Sub-themes:

100 = not specified, not clear
101 = poor grades
102 = missing courses, prerequisites, or part of a year

THEME 11: GENERAL TRANSCRIPT PROBLEMS

Transfer difficulties attributed to **transcript problems**

Sub-themes:

110 = not specified, not clear

111 = transcript was incomplete

112 = transcript contained errors (including GPA miscalculation)

N.B.: Difficulty obtaining transcripts is original code 1.

THEME 12: MISCELLANEOUS/UNCLEAR

120 = **Miscellaneous Problems**, including: - "charged too much" - vague answers not fitting above categories (10, 20, etc.) - incomplete record of response - unsure of meaning

130 = Don't know, not sure, N/A, etc.

NOTE: Comments on the consequences of not receiving transfer credit (e.g., "Had to retake two courses") should be worked back to the more fundamental problem (e.g., "Expected courses to be transferable, but they were not.").

Appendix 3: Questionnaire Content of the 1996 B.C. Survey of Former College and Institute Students

Survey Introduction

Hello, I'm _____ from Campbell Goodell Traynor, a professional market research firm in Vancouver. We are conducting a survey of former college and institute students on behalf of [NAME OF INSTITUTION] and the BC Ministry of Education, Skills and Training. The purpose of the survey is to determine if your education was useful in acquiring further education or employment. While your participation is voluntary, it is important that we get your opinions if the results of the survey are to be accurate. All answers will be kept confidential and will only be used for statistical purposes.

1. Introductory Questions to Determine Survey Eligibility

Q1 To confirm, did you attend [NAME OF INSTITUTION]?

YES -- GO TO Q3
NO -- CONFIRM NEGATIVE, THEN THANK AND TERMINATE
STILL ATTENDING -- GO TO Q4
DK / REF -- ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

Q3 Are you still attending [NAME OF INSTITUTION]?

YES -- GO TO Q4
NO -- GO TO Q5
DK / REF -- ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

Q4 The records indicate that you were in the [NAME OF PROGRAM] program. Is that correct?

YES -- GO TO Q4B
NO -- GO TO Q4A
REFUSED -- GO TO Q4A

Q4A What did you study?

_____ (=CORRECTED NAME OF PROGRAM)

Q4B Are you still in the same program?

YES -- THANK AND TERMINATE
NO -- GO TO Q4C
REFUSED -- GO TO Q4C

Q4C What are you now studying?

_____ (=NAME OF SUBSEQUENT PROGRAM)

GO TO SECTION 2

REFUSED -- GO TO SECTION 2

Q5 The records indicate you were in the [NAME OF PROGRAM] program. Is that correct?

YES -- GO TO SECTION 2
NO -- GO TO Q5A
DON'T KNOW -- CONTINUE
REFUSED - - CONTINUE

Q5A What did you study?

_____ (=CORRECTED NAME OF PROGRAM)

REFUSED -- GO TO SECTION 2
[NOTE: IF "NAME OF PROGRAM" CORRECTED AS A RESULT OF Q4A OR Q5A, CORRECTED VERSION WILL BE USED IN ALL SUBSEQUENT QUESTIONS.]

2. Past Education

Q7A Did you learn English as a second language?

YES
NO - GO TO Q7
DON'T KNOW
REFUSED - GO TO Q7

Q7B IF YES, When was that?

AGE 12 OR EARLIER
AS A TEENAGER
AS AN ADULT
COMBINATION OF ABOVE [PROBE FOR MAIN AGE LEARNED]???
DON'T KNOW
REFUSED

Q7 (On a different subject now) Before attending [NAME OF INSTITUTION], did you complete secondary (high) school?

YES
NO
DON'T KNOW
REFUSED

Q8 Did you take any post-secondary education before attending [NAME OF INSTITUTION]?

YES -- GO TO Q9
NO -- GO TO SA-PATH
DON'T KNOW / REFUSED -- GO TO SA-PATH

Q9 How many years of post-secondary education did you take before attending [NAME OF INSTITUTION]?

LESS THAN 1 YEAR
1 YEAR TO LESS THAN 2 YEARS
2 YEARS OR MORE
DON'T KNOW
REFUSED

Q9A Had you obtained any certificates, diplomas, or degrees before attending [NAME OF INSTITUTION]?

YES -- GO TO Q9B
NO -- HAD NOT COMPLETED ANY CERTIFICATE, DIPLOMA, OR DEGREE -- GO TO SA-PATH
REFUSED -- GO TO SA - PATH???

Q9B Which would that be? (MARK ALL THAT APPLY)

CERTIFICATE (<2 YEARS OF COURSES)
DIPLOMA (2 YEARS OR MORE OF COURSES)
DEGREE (UNIVERSITY DEGREE)
OTHER
DON'T KNOW
REFUSED

SA-PATH- IF "STILL ATTENDING" (THAT IS, Q1=SA OR Q3=YES) -- GO TO STILL ATTENDING PATHWAY (SA-INTRO)

OTHERWISE CONTINUE IN NOT ATTENDING PATHWAY]

Q9E Are you presently taking any other education/training?

YES
NO - GO TO Q10
REFUSED - GO TO Q10

Q9F Is it on a full or part time basis?

FULL TIME
PART TIME
DK/REFUSED *GO TO Q12*

Q10 Since leaving [NAME OF INSTITUTION], have you taken any further studies?

(INTERVIEWER: REFERS TO COURSES THAT COULD BE APPLIED FOR CREDIT, CERTIFICATION OR PROFESSIONAL ACCREDITATION. DO NOT INCLUDE SHORT CONTINUING EDUCATION COURSES. IF APPLIED BUT NOT YET ATTENDED, MARK "NO")

YES
NO -- GO TO SECTION 3
DK / REF -- GO TO SECTION 3

Q12 What is the name of the institution at which you attended or at which you are currently enrolled?

(INTERVIEWER: IF ATTENDED MORE THAN ONE INSTITUTION SINCE LEAVING [NAME OF INSTITUTION], REPORT CURRENT OR MOST RECENT INSTITUTION.)

1. BCIT
2. CALGARY (U OF C)
3. CAMOSUN COLLEGE
4. CAPILANO COLLEGE
5. CARIBOO (U.C. OF THE)
6. DOUGLAS COLLEGE
7. COLLEGE OF THE ROCKIES
8. EMILY CARR (ART & DESIGN)
9. FRASER VALLEY UNIV. COLL.
10. JUSTICE INSTITUTE
11. KWANTLEN UNIV. COLL.
12. LAKEHEAD UNIV.
13. LANGARA COLLEGE
14. LETHBRIDGE (U OF L)
15. MALASPINA UNIV. COLL.
16. NORTH ISLAND COLLEGE
17. NORTHERN LIGHTS
18. NORTHWEST COLLEGE
19. OKANAGAN UNIV. COLL.
20. OPEN LEARNING INSTITUTE
21. PACIFIC MARINE TRAINING CENTRE/INST
22. SELKIRK COLLEGE
23. SFU
24. U OF A (EDMONTON)
25. UBC
26. UVIC
27. UNBC
28. VANCOUVER COMM. COLLEGE
29.COLLEGE OF NEW CALEDONIA

CODES 1 - 29 --- GO TO Q14

95. OTHER (SPECIFY)_____ -- GO TO Q12A
97 DON'T KNOW - - GO TO Q14
98 REFUSED -- GO TO Q14

NOTE: BE AWARE THAT EAST KOOTENAY COMMUNITY COLLEGE HAS RECENTLY CHANGED ITS NAME TO COLLEGE OF THE ROCKIES

Q12A Is this a:

UNIVERSITY,
COLLEGE,
UNIVERSITY COLLEGE, OR
OTHER TYPE OF INSTITUTION?
DON'T KNOW
REFUSED

Q14 What is/was your main field of study at [NAME OF NEW INSTITUTION] [FROM Q12]?

(INTERVIEWER: CAPTURE RESPONSE EXACTLY AS PROVIDED BY RESPONDENT. DO NOT PROBE FOR FURTHER CLARIFICATION)

_____

Q15 Did you try to transfer credits from [NAME OF INSTITUTION] to [NAME OF NEW INSTITUTION]?

YES -- GO TO Q15A
NO -- GO TO Q16
DK / REF -- GO TO Q16

Q15A Did you have any problems in completing this transfer?

YES -- GO TO Q15B
NO -- GO TO Q16
DON'T KNOW -- GO TO Q16
REFUSED -- GO TO Q16

Q15B What were the problems? (MARK ALL THAT APPLY) (THREE ANSWERS)

DIFFICULTY OBTAINING TRANSCRIPTS
NOT ABLE TO TRANSFER CREDITS
OTHER (SPECIFY) _____
DON'T KNOW
REFUSED

Q16 How related to your program at [NAME OF INSTITUTION] were/are your further studies at [NAME OF NEW INSTITUTION]? Would you say...

VERY RELATED,
SOMEWHAT RELATED,
NOT VERY RELATED, OR
NOT AT ALL RELATED?
DON'T KNOW
REFUSED

[IF Q16 = VERY RELATED OR SOMEWHAT RELATED, GO TO Q16A OTHERWISE, GO TO Q44]

Q16A How well did the program at [NAME OF INSTITUTION] prepare you for your further studies at [NAME OF NEW INSTITUTION]? Would you say you were..

VERY WELL PREPARED,
SOMEWHAT PREPARED,
NOT VERY PREPARED, OR
NOT AT ALL PREPARED?
DON'T KNOW
REFUSED

3. Evaluation of Education

Q44 To answer the next questions, think back to when you first started the program at [NAME OF INSTITUTION]. What were your reasons for enrolling? (MARK ALL THAT APPLY)

(SEVEN RESPONSES)

COMPLETE A CREDENTIAL (DIPLOMA, CERTIFICATE OR DEGREE) AT THIS INSTITUTION
PREPARE TO TRANSFER TO ANOTHER INSTITUTION
QUALIFY TO ENTER A PROGRAM IN ANOTHER FIELD
IMPROVE EXISTING JOB SKILLS / LEARN NEW JOB SKILLS
DECIDE ON A CAREER / CHANGE CAREERS
PERSONAL INTEREST
OTHER (SPECIFY) _____
DON'T KNOW
REFUSED

Q45 To what extent did you achieve your most important objective for enrolling? Would you say it was..

COMPLETELY MET,
MOSTLY MET,
NOT REALLY MET, OR
NOT MET AT ALL?
DON'T KNOW
REFUSED

Q47 When you left [NAME OF INSTITUTION], had you completed the requirements for a credential such as a degree, diploma, or certificate?

YES
NO
DON'T KNOW
REFUSED

Q48 What was your main reason for leaving [NAME OF INSTITUTION] when you did? (MARK ALL THAT APPLY.) (NINE RESPONSES)

COMPLETED PROGRAM / COMPLETED ALL THE CREDITS I COULD
CHANGED MIND ABOUT PROGRAM / JOB GOALS OR PLANS CHANGED
TRANSFERRED TO / QUALIFIED FOR ADMISSION AT OTHER INSTITUTION
DISAPPOINTED WITH PROGRAM OR COLLEGE/INSTITUTE
DISAPPOINTED WITH OWN PERFORMANCE / FAILED PROGRAM
GOT A JOB / DECIDED TO WORK
CONVENIENCE (E.G. TRANSPORTATION, SCHEDULING)
PERSONAL CIRCUMSTANCES (E.G. HEALTH, FAMILY)
OTHER (SPECIFY) _____
DON'T KNOW
REFUSED

Q49 How satisfied were you with your studies at [NAME OF INSTITUTION]? Would you say you were...

COMPLETELY SATISFIED,
MAINLY SATISFIED,
PARTIALLY SATISFIED, OR
NOT SATISFIED AT ALL?
DON'T KNOW
REFUSED

Q50 While you were at [NAME OF INSTITUTION], how often did you spend time doing things with other students outside of class? Would you say...

(INTERVIEWER: INCLUDE COURSE-RELATED (E.G. STUDY GROUPS) AND NON-COURSE RELATED ACTIVITIES (E.G. SPORTS))

FAIRLY OFTEN,
ONCE IN A WHILE,
HARDLY EVER, OR
NOT AT ALL?
DON'T KNOW
REFUSED

Q50B Were you in a cooperative education program?

YES
NO - GO TO Q51
DK - GO TO Q51

Q50C Did you do all the work placements?

YES
NO
DK

Q51 I'm now going to ask you to rate certain aspects of the program at [NAME OF INSTITUTION]. Afterwards, I'll ask for your own comments on the program.

I'd like you to rate how well the program prepared you in different skill areas using the scale "well, adequately, or poorly". Some of these skills may not be relevant to your particular program; if so, just say "not applicable".

How well did the program prepare you in [A - I], Would you say...

WELL,
ADEQUATELY, OR
POORLY?
NOT APPLICABLE
DON'T KNOW
REFUSED

A WRITTEN COMMUNICATION
B ORAL COMMUNICATION
C TEAMWORK AND WORKING IN GROUPS

D INTERPERSONAL SKILLS
E ANALYSIS AND PROBLEM SOLVING
F MATHEMATICS
G USE OF COMPUTERS
H USE OF TOOLS AND EQUIPMENT, OTHER THAN COMPUTERS
I SKILLS FOR LEARNING ON YOUR OWN

Q52 In the next questions, I want you to rate certain aspects of your program at [NAME OF INSTITUTION] using the scale "good, adequate, Or Poor". How would you rate [A -L]. Would it be good, adequate, or poor? (INTERVIEWER: RATING IS TO BE ON AVERAGE.)

GOOD
ADEQUATE
POOR
NOT APPLICABLE
DON'T KNOW
REFUSED

A QUALITY OF TEACHING
B ORGANIZATION OF THE PROGRAM
D AMOUNT OF PRACTICAL EXPERIENCE (E.G. PRACTICUM)
E TEXTBOOKS AND LEARNING MATERIALS
F LIBRARY MATERIALS
G AVAILABILITY OF INSTRUCTORS FOR HELP ON COURSE WORK OUTSIDE OF CLASS
H COMPUTER HARDWARE AND SOFTWARE
I EQUIPMENT OTHER THAN COMPUTERS
J STUDY FACILITIES ON CAMPUS
K PROGRAM AND CAREER COUNSELLING

(INTERVIEWER: REFERS TO ADVICE FROM COLLEGE STAFF, SUCH AS PROGRAM ADVISORS OR COUNSELLORS)

L PLACES ON CAMPUS FOR SOCIALIZING WITH FRIENDS

Q52m How would you describe the workload in the program? Would you say...

VERY HEAVY,
HEAVY,
ABOUT RIGHT,
LIGHT, OR
VERY LIGHT?
DON'T KNOW
REFUSED

Q53A **Question asked only to former students of Emily Carr Institute of Art and Design:** What was your main reason for selecting Emily Carr Institute of Art and Design?

_____

_____

Q53B **Question asked only to former students of Emily Carr Institute of Art and Design:** To what extent did the institute meet the expectations you had when you enrolled? Would you say it ..

COMPLETELY MET YOUR EXPECTATIONS,
MAINLY MET YOUR EXPECTATIONS,
PARTIALLY MET YOUR EXPECTATIONS, OR
DID NOT MET YOUR EXPECTATIONS AT ALL?
DON'T KNOW
REFUSED

Q53 How could the education or training at [NAME OF INSTITUTION] be improved? (INTERVIEWER: CAPTURE RESPONSE AS PROVIDED; DO NOT PROBE.)

_____

_____

Q54 Do you have any other general comments about your education or training at [NAME OF INSTITUTION]?

YES -- GO TO Q54A
NO

Q54A -- SPECIFY:

(INTERVIEWER: CAPTURE RESPONSE AS PROVIDED; DO NOT PROBE.)

_____

_____

4. Employment

Q18 Are you currently working at a job or business?

YES -- GO TO Q22
NO -- GO TO Q19
DK / REF -- GO TO SECTION 6

Q18A **Question asked only to former students of Emily Carr Institute of Art and Design:** What percentage of your livelihood is obtained form your art/design work and services? ..

_____ *[Enter percentage, including zero per cent"]*
DON'T KNOW
REFUSED

Q19 You said you are not currently working. What is the main reason?

ONE RESPONSE ONLY
CAN'T FIND A JOB
HAVE NOT LOOKED FOR A JOB
SALARY TOO LOW IN JOBS AVAILABLE
LAID OFF
NEED/WANT MORE EDUCATION/TRAINING
UNABLE TO OBTAIN REQUIRED LICENCE, TRADE CERTIFICATE OR UNION MEMBERSHIP
ATTENDING SCHOOL
CARING FOR FAMILY OR OTHER RESPONSIBILITIES
HEALTH REASONS
OTHER (SPECIFY): _____
DON'T KNOW
REFUSED

[IF Q19 = "CAN'T FIND A JOB" GO TO Q19A OTHERWISE GO TO Q20]

Q19A Are you looking for work in the same field that you studied at [NAME OF INSTITUTION] or in another field?

IN SAME FIELD
IN ANOTHER FIELD
IN ANY FIELD IN WHICH I CAN FIND WORK
I AM NOT LOOKING FOR WORK AT PRESENT
DON'T KNOW
REFUSED

Q20 Have you worked at a job or business at any time since leaving [NAME OF INSTITUTION]?

YES -- GO TO Q21
NO -- GO TO SECTION 6
REFUSED -- GO TO SECTION 6

Q21 Thinking of your first job after leaving [NAME OF INSTITUTION], to what extent was that job related to the training that you took at [NAME OF INSTITUTION]? Would you say...

VERY RELATED,
SOMEWHAT RELATED,
NOT VERY RELATED, OR

NOT AT ALL RELATED?
DON'T KNOW
REFUSED

- - GO TO SECTION 6

Q22 How many jobs do you currently have?

ONE
TWO
THREE OR MORE
REFUSED

Q23 How many hours do you work, on average, each week?

[IF Q22 = TWO OR THREE OR MORE, ADD "in all your jobs together"]

_ _ HOURS RANGE - MINIMUM: 0.00 MAXIMUM: 99.90

IF Q22 = TWO OR THREE OR MORE, GO TO Q23B ELSE GO TO Q24

Q23B The next questions ask about your main job, which is the job at which you worked the most hours last week.

Q24 Are you a paid worker employed by someone else or are you self-employed?

PAID WORKER
SELF-EMPLOYED - GO TO Q25A, THEN TO Q28
NO RESPONSE

[IF Q22 = TWO OR THREE OR MORE JOBS, REWORD SUBSEQUENT QUESTIONS FROM "YOUR JOB" TO "YOUR MAIN JOB"]

Q25A Did you have the same employment before or while you were attending [NAME OF INSTITUTION]?

(INTERVIEWER: YES = BEFORE OR WHILE ATTENDING)

YES -- GO TO Q28
NO -- CONTINUE
REFUSED -- GO TO Q28

Q25 How did you find your [main] job? (MARK ALL THAT APPLY) (8 RESPONSES)

ON-CAMPUS EMPLOYMENT OR PLACEMENT CENTRE
WORK EXPERIENCE DURING PROGRAM (E.G. PRACTICUM, CO-OP)
UNION OR PROFESSIONAL ORGANIZATION
ADVERTISEMENT / POSTING / EMPLOYMENT CENTRE OFF-CAMPUS
INSTRUCTOR
FRIENDS OR RELATIVES
FOUND JOB ON MY OWN
OTHER
DON'T KNOW
REFUSED

Q26 How many months did you spend actively looking for this job?

(IF < 1 MONTH, ENTER 0)

RANGE - MINIMUM: 0 MAXIMUM: 24
_ _ MONTH(S)

Q27 Is it a temporary or a permanent position?

(INTERVIEWER: REFERS TO THE TYPE OF POSITION, NOT WHETHER OR NOT THE RESPONDENT WANTS TO CONTINUE IN THE JOB.)

TEMPORARY (E.G. CONTRACT)
PERMANENT
DON'T KNOW
REFUSED

Q28 Is your [main] job the first you have had since leaving [NAME OF INSTITUTION]?
YES
NO
REFUSED

Q34 What is your job title?

(INTERVIEWER: REFERS TO MAIN JOB IF RESPONDENT HAS MORE THAN ONE JOB. GIVE FULL DESCRIPTION: E.G. ELEMENTARY SCHOOL TEACHER, RECREATION DEPARTMENT SUPERVISOR, SHOE SALESPERSON...)

_____

Q35 What are your main duties?

_____

SE-JUMP [IF Q24 = YES (SELF-EMPLOYED), GO TO Q29A]

Q29 For whom do you work? (NAME OF BUSINESS, GOVERNMENT DEPT. OR AGENCY, OR PERSON)

_____
-- GO TO Q30

Q29a What is the name of your business?

_____

Q30 What kind of business, industry, or service is it?

(GIVE FULL DESCRIPTION: E.G. ELEMENTARY SCHOOL, MUNICIPAL GOVERNMENT, RETAIL SHOE STORE)

_____

Q31 In what city or town do you work?

(INTERVIEWER: IF MULTIPLE JOB SITES, WHERE IS THE MAIN PLACE OF WORK OR OFFICE OUT OF WHICH RESPONDENT WORKS)

_____

Q32 What are the first three digits of the postal code where you work?

— — —

[IF Q22 = ONE JOB, GO TO Q37 (SINCE DATA ALREADY COLLECTED IN Q23)]

Q36 How many hours do you work, on average, each week at your main job?
_ _ HOURS_____RANGE - MINIMUM: 0.00 MAXIMUM: 99.90

Q37 To what extent is your [main] job related to the training that you took at [NAME OF INSTITUTION]? Would you say...
VERY RELATED,
SOMEWHAT RELATED,
NOT VERY RELATED, OR
NOT AT ALL RELATED?
DK / REFUSED -- GO TO Q38

[If Q37 = NOT AT ALL RELATED, GO TO Q37a, OTHERWISE, GO TO Q38]

Q37A Was your program at [NAME OF INSTITUTION] intended to lead to a job, or to prepare you for further studies?
LEAD TO A JOB -- GO TO Q37B
FURTHER STUDIES -- GO TO Q38
OTHER (SPECIFY) _____ -- GO TO Q38
DK / REFUSED -- GO TO Q38

Q37B Why are you not in a [main] job which is more related to your training at [NAME OF INSTITUTION]?
BETTER PAY IN PRESENT JOB

COULDN'T FIND TRAINING/RELATED JOB
TRAINING WAS INADEQUATE TO GET A JOB
TRIED TRAINING / RELATED JOB AND FOUND I DIDN'T LIKE IT
DIDN'T COMPLETE TRAINING
OTHER _____

Q38 What is your gross salary or wage from your [main] job, before deductions?

(INTERVIEWER: GROSS SALARY OR WAGE = TOTAL SALARY OR WAGES BEFORE DEDUCTIONS)

Range - Minimum: $0.00 Maximum: $999999.99

$LLLLLL . 00

Q38B (INTERVIEWER: SELECT THE APPROPRIATE CATEGORY FOR REPORTED WAGE OR SALARY)

HOURLY
DAILY
WEEKLY
EVERY 2 WEEKS/TWICE A MONTH
MONTHLY
YEARLY
OTHER (SPECIFY) _____
REFUSED

5. Relevance of Education Completed

[If Q37 = VERY RELATED OR SOMEWHAT RELATED, GO TO Q39 - OTHERWISE, GO TO SKIP BEFORE Q40]

Q39 To what extent is your work in your [main] job what your training led you to expect? Would you say...

EXACTLY AS EXPECTED,
SOMEWHAT AS EXPECTED, OR
NOT AT ALL AS EXPECTED?
DON'T KNOW
REFUSED

[If Q25a = YES (HAD JOB BEFORE/WHILE ATTENDING), GO TO Q41.]

Q40 How useful was your education at [NAME OF INSTITUTION] in getting your [main] job? Would you say...

VERY USEFUL,
SOMEWHAT USEFUL,
NOT VERY USEFUL, OR
NOT AT ALL USEFUL?
DON'T KNOW
REFUSED

Q41 How useful has your education at [NAME OF INSTITUTION] been in performing your job? Would you say...

VERY USEFUL,
SOMEWHAT USEFUL,
NOT VERY USEFUL, OR
NOT AT ALL USEFUL?
DON'T KNOW
REFUSED

[IF Q25a = YES (HAD JOB BEFORE/WHILE ATTENDING), GO TO SECTION 6.]

Q42 Before studying at [NAME OF INSTITUTION], did you have any work experience which is related to your current job?

(INTERVIEWER: THIS INCLUDES ANY EMPLOYMENT EXPERIENCE, EITHER PAID OR UNPAID; VOLUNTEER EXPERIENCE IS <u>NOT</u> INCLUDED)

YES
NO
REFUSED

IF Q37 = "VERY RELATED" OR "SOMEWHAT RELATED", GO TO Q43
OTHERWISE GO TO SECTION 6

Q43 How "job ready" were you after leaving [NAME OF INSTITUTION]. (That is, how well were you able to perform your job immediately after starting it ?) Would you say you were.....

ENTIRELY JOB READY,
SOMEWHAT JOB READY,
NOT REALLY JOB READY, OR
NOT AT ALL JOB READY?
DON'T KNOW
REFUSED

BEGINNING OF "STILL ATTENDING" PATHWAY

[NAME OF PROGRAM] = PREVIOUS PROGRAM FOR WHICH RESPONDENT WAS SELECTED FOR SURVEY

[NAME OF SUBSEQUENT PROGRAM] = CURRENT PROGRAM OF STUDY (AT SAME INSTITUTION)

[RESPONSES TO Q10 TO Q14 COULD BE IMPUTED FROM OTHER QUESTIONS FOR THIS POPULATION]

SA-INTRO You were selected for this survey because of your previous studies in [NAME OF PROGRAM]. Many of the questions will refer back to that program, rather than your current studies.

3. Evaluation of Education

SAQ44 To answer the next questions, think back to when you first started the [NAME OF PROGRAM] program at [NAME OF INSTITUTION]. What were your reasons for enrolling? (MARK ALL THAT APPLY)

COMPLETE A CREDENTIAL (DIPLOMA, CERTIFICATE OR DEGREE) AT THIS INSTITUTION
PREPARE TO TRANSFER TO ANOTHER INSTITUTION
QUALIFY TO ENTER A PROGRAM IN ANOTHER FIELD
IMPROVE EXISTING JOB SKILLS/LEARN NEW JOB SKILLS
DECIDE ON A CAREER / CHANGE CAREERS
PERSONAL INTEREST
OTHER (SPECIFY) _____
DON'T KNOW
REFUSED

SAQ45 To what extent did you achieve your most important objective for enrolling? Would you say it was...

COMPLETELY MET,
MOSTLY MET,
NOT REALLY MET, OR
NOT MET AT ALL?
DON'T KNOW
REFUSED

SAQ47 When you left the [NAME OF PROGRAM] program, had you completed the requirements for a credential such as a degree, diploma, or certificate?

YES
NO
DON'T KNOW
REFUSED

SAQ48 What was your main reason for leaving the [NAME OF PROGRAM] program when you did? [MARK ALL THAT APPLY]

COMPLETED PROGRAM/COMPLETED ALL THE CREDITS I COULD
CHANGED MIND ABOUT PROGRAM/JOB GOALS OR PLANS CHANGED
TRANSFERRED TO / QUALIFIED FOR ADMISSION AT OTHER INSTITUTION
DISAPPOINTED WITH PROGRAM OR COLLEGE/INSTITUTE
DISAPPOINTED WITH OWN PERFORMANCE / FAILED PROGRAM
GOT A JOB / DECIDED TO WORK
CONVENIENCE (E.G. TRANSPORTATION, SCHEDULING)
PERSONAL CIRCUMSTANCES (E.G. HEALTH, FAMILY)
OTHER (SPECIFY) _____
DON'T KNOW
REFUSED

SAQ49 How satisfied were you with your studies at [NAME OF INSTITUTION]? Would you say you were...

COMPLETELY SATISFIED,
MAINLY SATISFIED,
PARTIALLY SATISFIED, OR
NOT SATISFIED AT ALL?
DON'T KNOW
REFUSED

SAQ50 While you were in the [NAME OF PROGRAM] program, how often did you spend time doing things with other students outside of class? Would you say...

(INTERVIEWER: INCLUDE COURSE-RELATED (E.G. STUDY GROUPS) AND NON-COURSE-RELATED ACTIVITIES (E.G. SPORTS))

FAIRLY OFTEN,
ONCE IN A WHILE,
HARDLY EVER, OR
NOT AT ALL?
DON'T KNOW
REFUSED

SAQ50B Were you in a cooperative education program?

YES
NO - GO TO Q51
DK - GO TO Q51

SAQ50C Did you do all the work placements?

YES
NO
DK

SAQ51 I'm now going to ask you to rate certain aspects of the [NAME OF PROGRAM] program. Afterwards, I'll ask for your own comments on the program. I'd like you to rate how well the program prepared you in different skill areas, using the scale "well, adequately, poorly". Some of these skills may not be relevant to your particular program; if so, just say "not applicable".

How well did the program prepare you in... Would you say...

WELL,
ADEQUATELY, OR
POORLY?
NOT APPLICABLE
DON'T KNOW
REFUSED

A	WRITTEN COMMUNICATION
B	ORAL COMMUNICATION
C	TEAMWORK AND WORKING IN GROUPS
D	INTERPERSONAL SKILLS
E	ANALYSIS AND PROBLEM SOLVING
F	MATHEMATICS
G	USE OF COMPUTERS
H	USE OF TOOLS AND EQUIPMENT, OTHER THAN COMPUTERS
I	SKILLS FOR LEARNING ON YOUR OWN

SAQ52 In the next questions, I want you to rate certain aspects of the [NAME OF PROGRAM] program using the scale "good, adequate, poor".

How would you rate ...

(Would it be good, adequate, or poor?)

(INTERVIEWER: RATING IS TO BE ON AVERAGE.)

GOOD,
ADEQUATE, OR
POOR?
NOT APPLICABLE
DON'T KNOW
REFUSED

A	QUALITY OF TEACHING
B	ORGANIZATION OF THE PROGRAM
D	AMOUNT OF PRACTICAL EXPERIENCE (E.G. PRACTICUM)
F	TEXTBOOKS AND LEARNING MATERIALS
G	LIBRARY MATERIALS
H	AVAILABILITY OF INSTRUCTORS FOR HELP ON COURSE WORK OUTSIDE OF CLASS
I	COMPUTER HARDWARE AND SOFTWARE
J	EQUIPMENT OTHER THAN COMPUTERS
K	STUDY FACILITIES ON CAMPUS
L	PROGRAM AND CAREER COUNSELLING
M	PLACES ON CAMPUS FOR SOCIALIZING WITH FRIENDS

SAQ52N How would you describe the workload in the program? Would you say...

VERY HEAVY,
HEAVY,
ABOUT RIGHT,
LIGHT, OR
VERY LIGHT?
DON'T KNOW
REFUSED

SAQ53A **Question asked only to former students of Emily Carr Institute of Art and Design:** What was your main reason for selecting Emily Carr Institute of Art and Design?

_____
_____

SAQ53B **Question asked only to former students of Emily Carr Institute of Art and Design:** To what extent did the institute meet the expectations you had when you enrolled? Would you say it ..

COMPLETELY MET YOUR EXPECTATIONS,
MAINLY MET YOUR EXPECTATIONS,
PARTIALLY MET YOUR EXPECTATIONS, OR
DID NOT MET YOUR EXPECTATIONS AT ALL?
DON'T KNOW
REFUSED

SAQ53 How could the education or training in the [NAME OF PROGRAM] program at [NAME OF INSTITUTION] be improved?

(INTERVIEWER: CAPTURE RESPONSE AS PROVIDED; DO NOT PROBE.)

_____
_____
_____

SAQ54 Do you have any other general comments about your education or training in the [NAME OF PROGRAM] program?

YES -- GO TO SAQ54A
NO

SAQ54A -- SPECIFY

(INTERVIEWER: CAPTURE RESPONSE AS PROVIDED; DO NOT PROBE.)

_____
_____

4. Employment

SAQ18 Are you currently working at a job or business?

YES -- GO TO SAQ22
NO -- GO TO SAQ19
DK / REF -- GO TO SECTION 6

SAQ18A **Question asked only to former students of Emily Carr Institute of Art and Design:** What percentage of your livelihood is obtained form your art/design work and services? ..

_____ *[Enter percentage, including zero per cent"]*
DON'T KNOW
REFUSED

SAQ19 You said you are not currently working. What is the main reason?

ONE RESPONSE ONLY
CAN'T FIND A JOB
HAVE NOT LOOKED FOR A JOB
SALARY TOO LOW IN JOBS AVAILABLE
LAID OFF
NEED/WANT MORE EDUCATION/TRAINING
UNABLE TO OBTAIN REQUIRED LICENCE,TRADE CERTIFICATE OR UNION MEMBERSHIP
ATTENDING SCHOOL
CARING FOR FAMILY OR OTHER RESPONSIBILITIES
HEALTH REASONS
OTHER (SPECIFY) _____
DON'T KNOW
REFUSED

[IF SAQ19 = "CAN'T FIND A JOB" GO TO SAQ19A

OTHERWISE GO TO SAQ20]

SAQ19A Are you looking for work in the field of your [NAME OF PROGRAM] program, or in another field?

IN SAME FIELD
IN ANOTHER FIELD
IN ANY FIELD IN WHICH I CAN FIND WORK
I AM NOT LOOKING FOR WORK AT PRESENT
DON'T KNOW
REFUSED

SAQ20 Have you worked at a job or business at any time since leaving the [NAME OF PROGRAM] program?

YES -- GO TO SAQ21
NO -- GO TO SECTION 6
REFUSED -- GO TO SECTION 6

SAQ21 Thinking of your first job after leaving the [NAME OF PROGRAM] program, to what extent was the job related to your training in the [NAME OF PROGRAM] program ? . Would you say...

VERY RELATED,
SOMEWHAT RELATED,
NOT VERY RELATED, OR
NOT AT ALL RELATED?
DON'T KNOW
REFUSED

-- *GO TO SECTION 6*

SAQ22 How many jobs do you currently have?

ONE
TWO
THREE OR MORE
REFUSED

SAQ23 How many hours do you work, on average, each week?

[IF SAQ22 = TWO OR THREE OR MORE, ADD "IN ALL YOUR JOBS TOGETHER"]

_ _ HOURS RANGE - MINIMUM: 0.00 MAXIMUM: 99.90

IF SAQ22 = TWO OR THREE OR MORE, GO TO SAQ23B

ELSE GO TO SAQ24

SAQ23B The next questions ask about your main job, which is the job at which you worked the most hours last week.

SAQ24 Are you a paid worker employed by someone else or are you self-employed?

PAID WORKER
SELF-EMPLOYED - GO TO SAQ25, THEN SAQ28
REFUSED

[IF SAQ22=TWO OR THREE OR MORE JOBS, REWORD SUBSEQUENT QUESTIONS FROM "YOUR JOB" TO "YOUR MAIN JOB"]

SAQ25a Did you have the same employment before or while you were in the [NAME OF PROGRAM] Program?

(INTERVIEWER: YES = BEFORE OR WHILE ATTENDING)

YES - GO TO SAQ28
NO -- CONTINUE
REFUSED -- GO TO SAQ28

SAQ25 How did you find your [main] job? (MARK ALL THAT APPLY)

ADVERTISEMENT/POSTING / EMPLOYMENT CENTRE OFF-CAMPUS
FRIENDS OR RELATIVES
ON-CAMPUS EMPLOYMENT OR PLACEMENT CENTRE
WORK EXPERIENCE DURING PROGRAM (E.G.PRACTICUM, CO-OP)
UNION OR PROFESSIONAL ORGANIZATION
INSTRUCTOR
FOUND JOB ON MY OWN
OTHER
DON'T KNOW
1REFUSED

SAQ26 How many months did you spend actively looking for this job?

(IF < 1 MONTH, ENTER 0)

_ _ MONTH(S) RANGE - MINIMUM: 0 MAXIMUM: 22

SAQ27 Is it a temporary or a permanent position?

(INTERVIEWER: REFERS TO THE TYPE OF POSITION, NOT WHETHER OR NOT THE RESPONDENT WANTS TO CONTINUE IN THE JOB.)

TEMPORARY (E.G. CONTRACT)
PERMANENT
DON'T KNOW
REFUSED

SAQ28 Is your [main] job the first job you have had since leaving the [NAME OF PROGRAM] program?

YES
NO
REFUSED

SAQ34 What is your job title?

(INTERVIEWER: REFERS TO MAIN JOB IS RESPONDENT HAS MORE THAN ONE JOB. GIVE FULL DESCRIPTION: E.G. ELEMENTARY SCHOOL TEACHER, RECREATION DEPARTMENT SUPERVISOR, SHOE SALESPERSON)

_____

SAQ35 What are your main duties?

_____

_____

[IF SAQ24 = YES (SELF-EMPLOYED), GO TO SAQ29A]

SAQ29 For whom do you work?

(NAME OF BUSINESS, GOVERNMENT DEPT. OR AGENCY, OR PERSON)

_____

-- GO TO SAQ30

SAQ29a What is the name of your business?

_____

SAQ30 What kind of business, industry, or service is it?

(GIVE FULL DESCRIPTION: E.G. ELEMENTARY SCHOOL,

MUNICIPAL GOVERNMENT, RETAIL SHOE STORE)

_____

SAQ31 In what city or town do you work?

(INTERVIEWER: IF MULTIPLE JOB SITES, WHERE IS THE MAIN PLACE OF

WORK, OR OFFICE OUT OF WHICH THE RESPEONDENT WORKS?)

_____

SAQ32 What are the first three digits of the postal code where you work?

— — —

[IF SAQ22 = ONE JOB, GO TO SAQ37 (SINCE DATA ALREADY COLLECTED IN SAQ23)]

SAQ36 How many hours do you work, on average, each week at your main job?

_ _ HOURS_____RANGE - MINIMUM: 0.00 MAXIMUM: 99.90

SAQ37 To what extent is your [main] job related to the training that you took in the [NAME OF PROGRAM] program? Would you say...

VERY RELATED,
SOMEWHAT RELATED,
NOT VERY RELATED, OR
NOT AT ALL RELATED?
DON'T KNOW
REFUSED

SAQ38 What is your gross salary or wage from your [main] job, before deductions?

(INTERVIEWER: GROSS SALARY OR WAGE = TOTAL SALARY OR WAGES BEFORE DEDUCTIONS)

RANGE - MINIMUM: 0.00 MAXIMUM: $999999.99
$LLLLLL . 00 SALARY

SAQ38B (INTERVIEWER: SELECT THE APPROPRIATE CATEGORY FOR REPORTED WAGE OR SALARY)

1. HOURLY DAILY
WEEKLY EVERY 2 WEEKS/TWICE A MONTH
MONTHLY YEARLY
95 OTHER (SPECIFY)_____
98 REFUSED

5. Relevance of Education Completed

[IF SAQ37 = VERY RELATED OR SOMEWHAT RELATED, GO TO SAQ39

OTHERWISE, GO TO SKIP BEFORE SAQ40]

SAQ39 To what extent is your work in your [main] job what your training in the [NAME OF PROGRAM] program led you to expect? Would you say...

EXACTLY AS EXPECTED,
SOMEWHAT AS EXPECTED, OR
NOT AT ALL AS EXPECTED?
DON'T KNOW
REFUSED

[IF SAQ25A = YES (HAD JOB BEFORE/WHILE ATTENDING), GO TO SAQ41.]

SAQ40 How useful was your education in the [name of program] program in getting your [main] job? Would you say...

VERY USEFUL,
SOMEWHAT USEFUL,
NOT VERY USEFUL, OR
NOT AT ALL USEFUL?
DON'T KNOW
REFUSED

SAQ41 How useful has your education In the [NAME OF PROGRAM] program been in performing your job? Would you say...

VERY USEFUL,
SOMEWHAT USEFUL,
NOT VERY USEFUL, OR
NOT AT ALL USEFUL?
DON'T KNOW
REFUSED

[IF SAQ25A = YES (HAD JOB BEFORE/WHILE ATTENDING), GO TO SECTION 6.]

SAQ42 Before studying at [name of institution], did you have any work experience which is related to your current job?

(INTERVIEWER: THIS INCLUDES ANY EXPERIENCE IN AN EMPLOYMENT SETTING, EITHER PAID OR UNPAID; VOLUNTEER EXPERIENCE IS NOT INCLUDED.)

YES
NO
REFUSED

IF SAQ37 = "VERY RELATED" OR "SOMEWHAT RELATED", GO TO SAQ43

OTHERWISE GO TO SECTION 6

SAQ43 How "job ready" were you after leaving the [NAME OF PROGRAM] program? (That is, how well were you able to perform your job immediately after starting it ?)

Would you say you were....

ENTIRELY JOB READY,
SOMEWHAT JOB READY,
NOT REALLY JOB READY, OR
NOT AT ALL JOB READY?
DON'T KNOW
REFUSED

Section 6. Employment Equity Questions

Q55I Did you receive financial assistance - other than scholarships, or from relatives while attending [NAME OF INSTITUTION]?

YES
NO - GO TO Q55
REFUSED - GO TO Q55

Q55II IF YES, From whom? CHECK ALL THAT APPLY

UNEMPLOYMENT INSURANCE [EMPLOYMENT AND IMMIGRATION CANADA, HUMAN RESOURCES DEVELOPMENT CANADA, MANPOWER]
SOCIAL SERVICES [WELFARE, INCOME ASSISTANCE, BC GOVERNMENT, MINISTRY OF SOCIAL SERVICES]
DEPARTMENT OF ABORIGINAL AFFAIRS
LOCAL INDIAN BAND
WORKERS' COMPENSATION
EMPLOYER
STUDENT LOAN
OTHER (SPECIFY) _____
DON'T KNOW
REFUSED

HLTH-INTRO

The next questions collect information which is needed to support programs which promote equal opportunity for everyone.

Q55 Do you have a long-term condition or health problem that limits, or which you feel is perceived by others as limiting, the kind or amount of activity you can do in the workplace?

(INTERVIEWER: IF NOT WORKING: "WOULD YOU BE LIMITED IF YOU WERE WORKING?")

YES -- GO TO Q55A
NO -- GO TO Q56
DK / REF -- GO TO Q56

Q55A Could you describe the nature of your disability?

(MARK ALL THAT APPLY)

(INTERVIEWER (IF REQUIRED): WITH WHAT TYPES OF ACTIVITIES DO YOU HAVE DIFFICULTY?)

MOBILITY (DIFFICULTY MOVING AROUND)
COORDINATION OR DEXTERITY (DIFFICULTY USING HAND,ARM)
BLIND OR VISUALLY IMPAIRED
DEAF OR HARD OF HEARING
SPEECH (UNABLE TO SPEAK OR DIFFICULTY SPEAKING)
OTHER DISABILITY (SPECIFY)_____
REFUSED

Q56 Are you an aboriginal person? (that is, a North American Indian or a member of a First Nation; or Metis; or Inuit)

(INTERVIEWER: NORTH AMERICAN INDIANS OR MEMBERS OF A FIRST NATION INCLUDE STATUS, TREATY OR REGISTERED INDIANS, AS WELL AS NON-STATUS AND NON-REGISTERED INDIANS.)

YES -- GO TO Q56A
NO -- GO TO Q57
DK / REF -- GO TO Q57

Q56A Are you ... [ONE ANSWER ONLY]

NORTH AMERICAN INDIAN OR MEMBER OF A FIRST NATION,
MÉTIS, OR
INUIT?
DK/REFUSED

NOTE: RESPONDENTS REPLYING "YES" TO Q56, ANSWER Q56A AND THEN MOVE TO END OF SURVEY [QUESTION BEFORE CONFIDENTIALITY SPEIL]

Q57 Are you, because of your race or colour, in a visible minority group in canada?

(INTERVIEWER: A PERSON IN A VISIBLE MINORITY IS SOMEONE (OTHER THAN AN ABORIGINAL PERSON) WHO IS NON-WHITE IN COLOUR/RACE, REGARDLESS OF PLACE OF BIRTH.)

YES -- TO Q57A
NO -- GO TO CONFIDENTIALITY SPEIL
DK / REF -- GO TO CONFIDENTIALITY SPEIL

Q57A How would you best describe your visible minority group, origin, or background?

(MARK ALL THAT APPLY.) (FOUR RESPONSES)

(INTERVIEWER: IF THE RESPONDENT ANSWERS "MIXED ORIGIN", MARK CATEGORY "PERSON OF MIXED ORIGIN" AND DO NOT PROBE FOR SPECIFIC ORIGINS.)

BLACK
CHINESE
FILIPINO
JAPANESE
KOREAN
SOUTH ASIAN /EAST INDIAN
SOUTHEAST ASIAN
NON-WHITE WEST ASIAN, NORTH AFRICAN OR ARAB
NON-WHITE LATIN AMERICAN
PERSON OF MIXED ORIGIN
OTHER VISIBLE MINORITY GROUP (SPECIFY)----------
DON'T KNOW
REFUSED

ONLY THOSE RESPONDENTS THAT ARE EMPLOYED

The Ministry of Education, Skills and Training and [NAME OF INSTITUTION] would like to learn employers' opinions about the suitability of the education and training the institutions provide. All information provided will be kept strictly confidential and will be used only for statistical purposes. Do you give your permission for us to contact your employer should the need arise?

YES
NO
REFUSED

CONFIDENTIALITY STATEMENT

(INTERVIEWER: The information which you provide will be kept strictly confidential, and will be used only for statistical purposes. The colleges and institutions and the B.C. Ministry have been conducting this survey for a number of years.)

THANK RESPONDENT